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ABSTRACT

This report discusses the results of an evaluation of eleven high school elective, ungraded English courses offered by the Mount Diablo School District in California. The courses were evaluated by classroom teachers and administrators on the basis of modifications of nine of the twelve hypotheses derived from studies by Squire and Applebee regarding the characteristics that should be found in superior English programs. The courses were: the literature of fantasy, black literature, Russian literature, literary classics, Bible as literature, short story, developmental reading, the film, speed reading, humorous literature, and applied English. Appendixes include (1) a description of the ungraded English programs, (2) the evaluation assignment, (3) the nine hypotheses used in evaluating the courses, (4) the procedure for evaluation of the courses, (5) the classroom observation form, and (6) the student responses to the English courses. (DI)

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A REPORT

on the

EVALUATION OF PILOT ENGLISH SELECTIVE COURSES

in the

MT. DIABLO UNIFIED SCHOOL DISTRICT

by Teachers, Students and Administrators

Compiled by

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EVALUATION OF ENGLISH PILOT SELECTIVES

Student achievement, the teacher and the program are the 3 areas generally assessed to determine educational results. The student as an object of study can be evaluated by norm-referenced measurement and by criterion-referenced measurement. If evaluations involve non-referenced criterion, the experimental design includes an experimental class and a control class with a pre- and post-standardized objective test administered to students.

Recently a number of publications (Goodman, Diederich, Goslin, Elidge) in the area of English Education have argued that standardized examinations, or norm-referenced measurement, do not measure competence nor adequately measure performance in English. Another means for assessing curricular programs is to have curriculum developers or the teacher state his instructional objectives in overt student performances which are measured to determine the degree to which the goals and objectives have been actualized. This means of evaluation has been criticized by a number of authorities, including Duckworth, Ebel, Forehand, Grubmann, Tyler. This criteria-referenced measurement is particularly unsatisfactory in the subject area of English and has been the subject of numerous attacks by Moffett, Purves, Guth, and Ruth.

The many attempts to assess teacher performance have led to very little. Curriculum evaluation can be assessed on the basis of generalizations made by recognized authorities in a particular discipline. Professionals, after concurring on the generalizations evaluate programs in light of these hypotheses. It is fortunate that recently James Squire, the ex-Executive Secretary of the National Council of Teachers of English, and Roger Applebee, Professor of English Education, University of Illinois, have made a thorough study of superior high school programs in the United States and the United Kingdom. Their reports have been published in High School English Instruction Today and Teaching English in the United Kingdom. Squire and Applebee enumerated 12 hypotheses or generalizations about characteristics one should find in superior English programs. With modification, 9 of the 12 hypotheses have been restated so that the focus of observations was not on the entire English program, but on specific semester selective courses being piloted in the Mt. Diablo Unified School District. The hypotheses deal with students' breadth of literary experience within language enriched classroom, with meaningful composition assignments, with varied methods of instruction, with a holistic English program, with comprehensive reading, with the continuing education of the teacher, with response to individual needs, and with relevance and oecumene.

Rather than adopt the pseudoscientific norm-referenced measurement or the criteria-referenced measurement as a means of assessments, the Evaluation Committee of the English Selective Courses decided to place their faith in a professional judgment of classroom teachers and high school administrators evaluating courses in light of the modified hypotheses of Squire and Applebee.

Two professionals made naturalistic judgments of the degree to which the 9 hypotheses were being actualized in each selective course being offered at a Mt. Diablo District high school. The Evaluation Committee feels that experienced professionals will yield more useful, though unquantifiable, results than highly structured objective measurements which yield unit results of questionable interpretability.

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FORM OF EACH REPORT

Nine Hypotheses of What Constitutes a Superior English Course

Each of the 12 selective courses will be discussed below in terms of whether or not the course appears to exemplify or to fail to exemplify each of the nine hypotheses that constitute a superior program in English. The information will be handled in the following form:

1. A description of the course being studied as it is described in the Mt. Diablo Unified School District Catalog of Course Offerings.
2. Each hypotheses with:
 - A. Gleanings from observation forms assessing the particular selective;
 - B. Pertinent questions from the Student Questionnaire that have bearing on each hypotheses relative to the selective course being evaluated.
3. Student Response To Course
4. Recommendations

LITERATURE OF FANTASY

"This course, depending upon the high school, may focus in one of two areas of literature: science fiction and literature of the imagination. Novels, plays, and poetry in which the settings transcend space and time or are imagined by the mind will be the content."

The English Selective Literature of Fantasy is being offered at Ygnacio Valley High School, Mt. Diablo High School, Clayton Valley High School, Pleasant Hill High School and Concord High School, the five schools that presently offer non-graded selective English programs. The five classes were observed by 10 evaluators. The average number of students in attendance was 27.

Among other interesting statistics about students in the Literature of Fantasy selective are the following: 23 of 124 students responding were 10th graders; 53, 11th graders; and 49, 12th graders. 78 boys and 45 girls took the class. Responding to the question, "What program or curriculum are you taking in school?" 22 chose "not decided"; 3, "vocational"; 6, "commercial or business education"; 37, "academic"; and 54, "general".

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

Gleanings from Teacher-Administrator Observation

Among the observations, no one mentioned the use of anthology in any Literature of Fantasy class. In most instances, the entire class was working with a single title, such as Gulliver's Travels, 2001 and Childhood's End.

No reference was made regarding library books, though apparently in some cases there were classroom libraries: "Three shelves of paperbacks." Students apparently were reading separate paperbacks: "A variety of paperbacks, reflecting individual interests," "Students carried various books." Whether or not the independent reading had been "guided" by the teacher, one cannot say. One observer remarked that "students carry books, mostly fiction, some science fiction," an observation with which one might infer directed independent reading.

Student Questionnaire

The only question appearing in the Student Questionnaire which might reflect on Hypothesis No. 1 is Item 17.

17. Student-instructor planning:

M=322 16%	F=294 21%	N=122 20%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	48%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	29%	c. planning is chiefly by instructor
4%	3%	3%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

The physical features of the classroom might reveal a quality of the intellectual climate of a class. The following observations were recorded about Literature of Fantasy classes: "Rock music in background." "Students in horseshoe with tables, not desks." "An atmosphere of low tension, students at ease." Among the observations made were the following: "Class was in the process of writing short stories." "An ongoing lesson in 2001." References were made both by class and teacher to previous works or sections in the book and the movie 2001. "Several students indicated they had read several in a series of science fiction." "It was clear that the story had been started the previous day and the discussion involved an apparently ongoing topic of human society at its extremes." One observer indicated that there was no evidence of continuity of theme or topic.

On a scale ranging from 1 completely involved, to 7 uninvolved, observers scored a mean of 2.57 for student involvement.

The method of instruction revealed that discussion was most frequently emphasized, with silent reading second, and lecture third. Among anecdotal remarks, one observer wrote the following, which reveals the nature of the intellectual process emphasized by the teacher he visited. "Mr. X proved an unusually interesting teacher to observe. His ability to maintain an extremely informal atmosphere and maintain student respect and control is quite unusual. His desire to meet the students at their own interest and ability level is reflected in their responses to the reading and to the classroom exercises. Every student has a chance to succeed at his own level of ability. Considering the great variety of abilities, this course might be difficult to present if handled by a teacher of less dedication and skill." "A very enjoyable observation." "Other teachers presenting such a course for the first time might well be referred to Mr. X for course development ideas."

Student Observation

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on the intellectual climate of the class.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=122	
15%	14%	17%	a. considerably more enthusiastic about working for this course than others
29%	20%	29%	b. more motivation in this course than others
12%	10%	11%	c. less motivation than others
30%	44%	35%	d. about average motivation
14%	13%	8%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=124	
27%	24%	35%	a. very favorable
33%	24%	31%	b. fairly favorable
28%	37%	19%	c. average
8%	11%	7%	d. decidedly unfavorable
5%	5%	4%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=123	
16%	13%	25%	a. to an unusual degree
40%	38%	46%	b. much
25%	31%	21%	c. moderately
14%	13%	7%	d. little
4%	5%	1%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

One observer remarked, "Teacher was meeting with students to talk about their short stories." Another observed, "Students working on writing stories on a chosen picture over the chalk tray." These were the only composition activities described by all the observers.

Under content emphasized in the chart "Observers' Reports" under Hypothesis No. 5 below, composition was cited as the most emphasized content on two observation forms and second most on one observation form.

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=124	
8%	7%	15%	a. much more than the usual amount
19%	20%	24%	b. somewhat more than usual
41%	39%	44%	c. average in amount
23%	22%	17%	d. somewhat less than the average
9%	12%	8%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=117	
19%	11%	21%	a. learning to read faster and better
27%	29%	27%	b. learning to write better
6%	5%	3%	c. learning the parts of speech
4%	2%	2%	d. learning how to spell
44%	53%	47%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

A cursory study of the responses reveal that Literature of Fantasy is an extremely heterogeneous class. One observation cited above under Hypothesis No. 2, has bearing on this hypothesis also.

One might question the use of a single title for a class of 30 students, in view of the apparent heterogeneity; yet an observer who evaluated a class using a single title remarked that the teachers' worksheet, "seemed to be designed to give students of wide ability and ranges an opportunity for successful experiences." Other than remarks quoted above regarding a variety of books and science fiction collections, one could not infer much in relation to this hypothesis on the basis of observations made on the form.

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture	2					2		1
Groups				1				
Silent Work		3		3		1		1
Recitation								
Discussion	1	1	1	2			1	1
Socratic			2				2	
Student Presentation		1						
Teacher Operating Equipment								
Other					1*			
*Individual Work								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	M=123	
10%	32%	6%	a. outstanding
28%	31%	29%	b. almost always valuable
30%	27%	33%	c. usually valuable
22%	25%	21%	d. sometimes worth reading
10%	6%	11%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

In view of Hypothesis No. 5, it is difficult to see how the three components of English might be reported as integrated. There are titles a teacher might select for the purpose of demonstrating aspects of language. Anthony Burgess' Clockwork Orange is an interesting example of an author's playing with a language which he anticipates in the 21st century. There was apparently little emphasis on language, per se. The thrust was in literature and, to a lesser degree, in composition. In the chart below, one can scan the frequency of observers reporting emphasis on the content of the classes.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature	1	1	2	3		1	3	1	
Composition				1	1			2	
Language								3	
Reading	1	2		2		2		1	
Speech formal									
Speech informal	2	1*	1					1	
Mass Media			3						
No content stressed									
Other									
*Discussion process									

There were no questions on the Student Questionnaire that might reveal the degree of integration of literature, of composition, and of language.

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

From the remarks on the observation form, the principle of saturation described by Daniel Fader in Hooked on Books appears to be the rule in classes in Literature of Fantasy. In nearly every form, observers cited students carrying books, or classrooms having books available.

The emphasis on literature and discussion as a method of explicating the literature might raise the question whether a teacher's goal is to teach literature to students or to teach students how to read literature. The following observation, made by one observer, hopefully could be extended generally to the practices of all teachers of English: "Teacher first read aloud a section, then stopped to ask concept-type questions, students discussed the ideas. Then he read again, with some structure. Purpose seemed to be to help students understand the content of the book, enjoy it, and go beyond content to concepts."

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	M=119	
11%	7%	11%	a. too difficult
79%	79%	78%	b. of appropriate difficulty
10%	14%	11%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

Observers reported in a great majority of cases that teachers had individually pursued information in the area of Literature of Fantasy. One person had attended a California Association of Teachers of English Workshop in Science Fiction. Many inservice courses taken by teachers were not specifically designed to cover science fiction. In light of the information gleaned from the observers, there is a great need for inservice courses to help teachers design Literature of Fantasy programs. Since the team observation, one of the observers has chaired a seminar on the Literature of Fantasy and Science Fiction at a professional conference and been invited to work in an Extension Program on Science Fiction. In view of the instructors teaching the class and the observers available, it would be wise to rely on the talent presently in the Mt. Diablo Unified School District to offer instruction to teachers who feel insecure in this area.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Hypothesis No. 8 has been somewhat covered by overlapping remarks of observers referred to above under Hypothesis No. 4. The Literature of Fantasy classes are generally heterogeneous. The sophistication of some of the titles mentioned, Gulliver's Travels, Childhood's End, etc., indicates an awareness of the needs of the college-bound student. The great variety and number of paperbacks available would suggest that terminal students' needs were also being met.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=123	
25%	22%	24%	a. more than fulfilled my expectations
23%	22%	21%	b. it was satisfactory
22%	22%	28%	c. about what I expected
17%	22%	15%	d. disappointed
12%	12%	11%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=122	
10%	11%	4%	a. too difficult
80%	77%	84%	b. about right
10%	12%	11%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

The very existence of science fiction being offered in the curriculum would suggest the fulfillment of Hypothesis No. 9. In addition to the use of prose, teachers apparently rely on such media as the motion picture, television, pictures, collages, and posters to make the students aware of the nature of our technological society. One observer cited a unique feature in that the observed teacher "gave a resume of weekend science fiction films on television."

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have some bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=124	
15%	12%	12%	a. most valuable
32%	29%	23%	b. highly valuable
34%	36%	44%	c. of average value
13%	17%	15%	d. of little value
6%	5%	6%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=121	
13%	9%	16%	a. very theoretical
22%	20%	22%	b. somewhat theoretical
39%	46%	44%	c. average in balance between theory and practical applications
15%	17%	11%	d. somewhat practical
11%	8%	7%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=111	
17%	11%	12%	a. it is required
10%	7%	12%	b. it is required but I would have taken it anyway
60%	69%	61%	c. I like this area of English
13%	13%	16%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=97	
35%	31%	38%	a. counselor
44%	45%	51%	b. friend
6%	7%	2%	c. parent
14%	16%	9%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=122	
31%	29%	31%	a. one of the best
38%	39%	39%	b. above average
19%	22%	20%	c. below average
12%	10%	10%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=124	
34%	43%	35%	a. liked it very much
41%	36%	41%	b. liked it fairly well
17%	15%	17%	c. neither liked nor disliked it
4%	4%	3%	d. dislike the subject
4%	2%	3%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=115	
66%	61%	70%	a. greater depth in the subject matter
9%	5%	7%	b. too much depth
26%	33%	23%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=106	
62%	61%	72%	a. more flexibility in pursuing your interests
13%	11%	10%	b. more rigid scheduling of books the teacher selected
25%	27%	18%	c. about the same

Recommendations

The Evaluation Committee recommends (1) that the Secondary Instructional Council adopt Literature of Fantasy as a permanent course offering in English in the Mt. Diablo Unified School District; (2) that the District provide inservice workshops for instructors teaching Literature of Fantasy in the District; (3) that the English Department Chairmen and English teachers consider establishing a policy regarding the teacher's role as advisor to the student.

BLACK LITERATURE

"This course will be a study of literary works by Black authors which provide an additional perspective on American life. The course will integrate the literary contributions of Black authors into the broader category of American literature in order to acquaint the students with a wide range of Black writing."

The English selective Black Literature is being offered at two of the five schools presently offering nongraded multi-selective English programs. Two classes were observed by four evaluators. The number of students in attendance averaged 27.

Responding to the question, "Do you plan to go to college?" 57 answered yes, 7 were undecided, and 5 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

Among the observations, one observer mentioned the use of a Black literature anthology. In most instances, the classroom was well decorated with posters relating directly to the content of the Black Literature class. Among the titles observed were Black Voices, The Autobiography of Malcolm X, Native Son, Go Tell It On The Mountain, Invisible Man, Black On Black, The Way It's Supposed To Be, Black Religion. In one class, an observer reported seeing income tax forms which apparently were being studied in the Black Literature. In three of the four observations, reporters single out an emphasis on poetry. In one class a small classroom library was reported. There was no information regarding the utilization of the school library.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M-322	F-294	N-69	
16%	21%	29%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	51%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	17%	c. planning is chiefly by instructor
4%	3%	3%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Specific features of the classroom that reveal intellectual climate were that "The entire room was decorated by pictures, displays, and highly motivational visuals, all related to the study of Black Literature." "Desks in discussion circle--open atmosphere." "Students were genuinely involved in the poetry." "Playing Devil's Advocate, teacher attempted to get class to articulate both sides of the value conflict: people's rights versus property rights and thus to examine their own values."

On a scale of 1 completely involved, to 7 uninvolved, observers averaged pupil involvement as 1.75.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=69	
15%	14%	23%	a. considerably more enthusiastic about working for this course than the others
29%	20%	32%	b. more motivation in this course than others
12%	10%	1%	c. less motivation than others
30%	44%	26%	d. about average motivation
14%	13%	17%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=70	
27%	24%	36%	a. very favorable
33%	24%	30%	b. fairly favorable
28%	37%	24%	c. average
8%	11%	7%	d. decidedly unfavorable
5%	5%	3%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=70	
16%	13%	17%	a. to an unusual degree
40%	38%	46%	b. much
25%	31%	23%	c. moderately
14%	13%	14%	d. little
4%	5%	0%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Evidence of composition is suggested by the following: "Quarterly reports to be turned in either oral or written or both." "Three-member panel--reads poems from a collection, some of her own." The degree of preparation cannot be ascertained from the few remarks which were supplied by the observers.

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=70	
8%	7%	9%	a. much more than the usual amount
19%	20%	27%	b. somewhat more than usual
41%	39%	30%	c. average in amount
23%	22%	29%	d. somewhat less than the average
9%	12%	6%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=69	
19%	11%	13%	a. learning to read faster and better
27%	29%	10%	b. learning to write better
6%	5%	3%	c. learning the parts of speech
4%	2%	1%	d. learning how to spell
44%	53%	72%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Among activities observed, one evaluator mentioned the teacher's using a filmstrip; several mentioned the reliance upon the genre of poetry in addition to prose; and another stated "teacher used inquiry techniques beautifully," and "three students-multi-media presentation-white ghetto."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture	3			3				
Groups								
Silent Work								
Recitation		1						
Discussion	1		1*	3				
Socratic								
Student Presentation	2	1		1				
Teacher Operating Equipment								
Other								
*Only and a good one!								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=68	
10%	32%	26%	a. outstanding
28%	31%	34%	b. almost always valuable
30%	27%	21%	c. usually valuable
22%	25%	12%	d. sometimes worth reading
10%	6%	7%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

The reader should refer to the chart below in order to make inferences about the degree to which this hypothesis was observed in Black Literature classes in Mt. Diablo Unified High Schools. One observation had bearing on the integration: "Follow-up on poetry assignment. Students discussed contrast and comparison. Discussed similar metaphors and basic themes."

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature	1			1					
Composition	3			2					
Language	2								
Reading				3					
Speech formal									
Speech informal			1*						
Mass Media									
No content stressed									
Other									
*Only									

As mentioned, while discussing Literature of Fantasy in regards to Hypothesis No. 5, there were no questions formulated on a student questionnaire that might reveal the attainment of this hypothesis.

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Inferences regarding this hypothesis can be made from observations about class assignments, "Outside reading of at least four books," and from the range of readings represented in cited titles, Malcolm X, Native Son, Go Tell It On The Mountain, Invisible Man, Black Voices.

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=69	
11%	7%	7%	a. too difficult
79%	79%	83%	b. of appropriate difficulty
10%	14%	10%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

Observers remarked that the teachers were well read. Both teachers had attended and chaired sessions in Black literature at teachers' conferences, both regional and Asilomar.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Since Hypothesis No. 8 somewhat overlaps with Hypothesis No. 2 and No. 4, the reader might refer to remarks from questionnaires above. The range of readings suggests that the teachers are aware of the heterogeneous nature of the classes they teach. It appears that the students in Black Literature are less heterogeneous than students in Literature of Fantasy.

One observation should have bearing on the degree to which all students were considered: "bell rings for lunch, 3 students leave, 30+ stay to hear the discussion." The impressive degree of pupil involvement cited under Hypothesis No. 2 should also suggest the attainment of Hypothesis No. 8.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=70	
25%	22%	33%	a. more than fulfilled my expectations
23%	22%	19%	b. it was satisfactory
22%	22%	13%	c. about what I expected
17%	22%	23%	d. disappointed
12%	12%	13%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=65	
10%	11%	11%	a. too difficult
80%	77%	81%	b. about right
10%	12%	8%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

The existence of this course reveals a keen awareness of artistic and of current sociological trends. That it is only being offered in two of the five schools might suggest that the remaining schools consider offering Black Literature to students. Features in classrooms observed such as the use of filmstrips, the income tax forms, "visuals on the walls (highly motivational visuals, all related to the study of Black Literature)" suggest a keen awareness of the right media to use in obtaining one's objectives.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=70	
15%	12%	21%	a. most valuable
32%	29%	40%	b. highly valuable
34%	36%	26%	c. of average value
13%	17%	10%	d. of little value
6%	5%	3%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=64	
13%	9%	13%	a. very theoretical
22%	20%	20%	b. somewhat theoretical
39%	46%	44%	c. average in balance between theory and practical applications
15%	17%	13%	d. somewhat practical
11%	8%	11%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=66	
17%	11%	11%	a. it is required
10%	7%	6%	b. it is required but I would have taken it anyway
60%	69%	67%	c. I like this area of English
13%	13%	17%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=57	
35%	31%	16%	a. counselor
44%	45%	72%	b. friend
6%	7%	2%	c. parent
14%	16%	11%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=70	
31%	29%	44%	a. one of the best
38%	39%	39%	b. above average
19%	22%	9%	c. below average
12%	10%	9%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=70	
34%	43%	57%	a. liked it very much
41%	36%	27%	b. liked it fairly well
17%	15%	11%	c. neither liked nor disliked it
4%	4%	1%	d. dislike the subject
4%	2%	3%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=61	
66%	61%	74%	a. greater depth in the subject matter
9%	5%	8%	b. too much depth
26%	33%	18%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=62	
62%	61%	58%	a. more flexibility in pursuing your interests
13%	11%	18%	b. more rigid scheduling of books the teacher selected
25%	27%	24%	c. about the same

Recommendations

The Evaluation Committee recommends that the Secondary Instructional Council adopt Black Literature as a regular offering in Mt. Diablo Unified School District. As with the Committee's recommendations regarding Literature of Fantasy, we feel that Item 9 on the Questionnaire reveals a weakness in the understanding of the role of the teacher as advisor to students in selecting courses. We recommend that the teachers have a greater role in advising students selecting future English electives.

We recommend not only the Secondary Instructional Council adopting this selective English course as a regular offering in the Mt. Diablo Schools, but also suggest other schools explore the possibility of offering this selective if they have not already done so.

RUSSIAN LITERATURE

"Students in this course will read, in translation, poetry, drama, and the novel of pre- and post-revolutionary Russia." Though this selective has been offered and taught in two of the five high schools offering nongraded, multi-selective English programs, the course was being taught only in one school during the evaluation. The one class observed by two evaluators had 30 students in attendance."

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

The features of the classroom which would lead one to infer the attainment of Hypothesis No. 1 include the following: "A well stocked paperback library of Russian literature was available in the classroom: bulletin boards, posters, emphasizing class content were in evidence. Records used were shown to me by the teacher." And "half the students carried paperback editions of Cancer Ward and half of them carried paperback editions of The First Circle."

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322 16%	F=294 21%	N=28 29%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	46%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	21%	c. planning is chiefly by instructor
4%	3%	4%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

"Attractive-pleasant-relevant," and "discussion of relationship between two books, with the difference only superficial as to setting or deeper as to characterization and exploration of theme would suggest that the intellectual climate was quite good."

On a scale ranging from 1 completely involved, to 7 uninvolved, the mean score of student involvement was 1.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=29	
15%	14%	21%	a. considerably more enthusiastic about working for this course than the others
29%	20%	38%	b. more motivation in this course than others
12%	10%	3%	c. less motivation than others
30%	44%	34%	d. about average motivation
14%	13%	3%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=29	
27%	24%	59%	a. very favorable
33%	24%	17%	b. fairly favorable
28%	37%	20%	c. average
8%	11%	3%	d. decidedly unfavorable
5%	5%		e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=29	
16%	13%	10%	a. to an unusual degree
40%	38%	66%	b. much
25%	31%	17%	c. moderately
14%	13%	7%	d. little
4%	5%	0%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Though there were no remarks by observers regarding composition assignments on the graph below, one can see on "Observers' Reports of Content Chart" under Hypothesis No. 5 below that composition is involved in the Russian Literature class. There is a severe limitation in evaluating this program in that only one class has been observed.

Student Questionnaire

On the Student Questionnaire, Item 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=29	
8%	7%	17%	a. much more than the usual amount
19%	20%	28%	b. somewhat more than usual
41%	39%	41%	c. average in amount
23%	22%	10%	d. somewhat less than the average
9%	12%	3%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=27	
19%	11%	4%	a. learning to read faster and better
27%	29%	56%	b. learning to write better
6%	5%	0%	c. learning the parts of speech
4%	2%	4%	d. learning how to spell
44%	53%	37%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

The type of activity described by observers could lead one to infer that the teacher was using some interesting group techniques: "Two discussion groups, one for each book." "Teacher leads the discussion for one group while the other group reads," and "teacher's purpose to allow student interaction of opinion and perception to deepen the reading experience."

On the chart below, one can see the nature of methods employed by the teacher.

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture								
Groups		2						
Silent Work	2	3						
Recitation								
Discussion	1	1						
Socratic								
Student Presentation								
Teacher Operating Equipment								
Other								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=28	
10%	32%	21%	a. outstanding
28%	31%	46%	b. almost always valuable
30%	27%	21%	c. usually valuable
22%	25%	11%	d. sometimes worth reading
10%	6%	0%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

The inter-relationship of literature, reading, and discussion is revealed in the remarks quoted above. The chart below suggests integration of the components of composition and literature in reading. Due to the few observations, one cannot discuss this hypothesis at length.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature	1	1							
Composition	3								
Language									
Reading	2	2							
Speech formal									
Speech informal		3							
Mass Media									
No content stressed									
Other									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

One observer commented "student have been reading their respective novels with the intention of completing both Solzhenitsyn books. Discussion leads to seeing the uniqueness of the two books and the value of reading both of them." "Above one can see that the emphasis on reading and the teacher's role in instructing students how to read the literature of Russia is being attained."

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=28	
11%	7%	4%	a. too difficult
79%	79%	96%	b. of appropriate difficulty
10%	14%	0%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

During the teaching of this course, the teacher participated in a day-long workshop for instructors teaching Russian Literature at the State Convention of the California Association of Teachers of English in Los Angeles.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

One observer remarked that "students have read a sampling of Russian Literature and range of reading genre and time (presumably impressive)." Both observers indicated that the students in the class were probably A's. Russian Literature appears to appeal to a most homogeneous group. 26 of 29 students responding on the Student Questionnaire indicated that they were taking an academic program in high school. 15 of 26 responses indicated that they would want to be remembered as a "brilliant student." All 29 students indicated that they were going to go on to college.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

23. For my preparation and ability, this course is:

M=330	F=295	N=29	
10%	11%	4%	a. too difficult
80%	77%	90%	b. about right
10%	12%	6%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

Among literature used, records and motion pictures on the video tape were included in the Russian Literature course. The class being offered suggests attainment of the hypothesis.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=29	
15%	12%	17%	a. most valuable
32%	29%	66%	b. highly valuable
34%	36%	17%	c. of average value
13%	17%	0%	d. of little value
6%	5%	0%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=26	
13%	9%	25%	a. very theoretical
22%	20%	12%	b. somewhat theoretical
39%	46%	46%	c. average in balance between theory and practical applications
15%	17%	12%	d. somewhat practical
11%	8%	4%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=25	
17%	11%	0%	a. it is required
10%	7%	0%	b. it is required but I would have taken it anyway
60%	69%	92%	c. I like this area of English
13%	13%	8%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=12	
35%	31%	8%	a. counselor
44%	45%	75%	b. friend
6%	7%	0%	c. parent
14%	16%	16%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=29	
31%	29%	57%	a. one of the best
38%	39%	28%	b. above average
19%	22%	14%	c. below average
12%	10%	0%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=29	
34%	43%	62%	a. liked it very much
41%	36%	34%	b. liked it fairly well
17%	15%	4%	c. neither liked nor disliked it
4%	4%	0%	d. dislike the subject
4%	2%	0%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=28	
66%	61%	82%	a. greater depth in the subject matter
9%	5%	7%	b. too much depth
26%	33%	11%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=26	
62%	61%	85%	a. more flexibility in pursuing your interests
13%	11%	4%	b. more rigid scheduling of books the teacher selected
25%	27%	12%	c. about the same

Recommendations

Though this class was only observed by two evaluators, the evidence recorded and the overwhelming student endorsement leads the Evaluation Committee to recommend the approval of Russian Literature as an offering in English in the Mt. Diablo District High Schools.

LITERARY CLASSICS

"This course will study various myths, including modern interpretations and analysis of the origins of the myths, epics of different cultures, and those monumental literary works which provide the present with insight into the timeless themes of humanity."

Literary Classics is being taught in four of the five high schools in the Mt. Diablo Unified School District. Eight observers participated in evaluating four courses. The number of students in classes as observed averaged 27.6.

Because of the mistake in the distribution of student questionnaires, one of the four classes of students did not have the opportunity of filling out the Student Questionnaire. Of the 78 students who did, there were 3 9th graders; 22 10th graders; 34 11th graders; and 19 12th graders. 38 boys and 39 girls took the class. Responding to the question, "What program or curriculum are you taking in school?" 6 chose "not decided"; 3, "Vocational"; 10, "commercial or business education"; 43, "academic"; and 16, "general."

In response to the question, "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 14 of 67 chose "brilliant student"; 11, "good athlete"; 7, "leader in activities"; and 31, "popular among students".

When asked if they planned to attend college, 66 of 78 indicated that they were, 10 were undecided, and 2 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

According to observers, were few library books, individual reading assignments and secondary resources in classes. In most cases the students were carrying the work assigned for the class, though one observer reported, "A great variety of books carried by students. Some from other classes. A good variety of paperbacks. All students had class reader with them." Though the majority of titles were from pre-Christian Greco-Roman period, teachers were using modern titles such as "Zorba the Greek." Yet there were no reports of readings outside of the Western tradition being assigned or recommended to students.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322	F=294	N=68	
16%	20%	15%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	54%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	25%	c. planning is chiefly by instructor
4%	3%	6%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Such observations from observers as the following would lead one to infer that a good intellectual climate existed in the classrooms: "Much student art work on display." "Rooms well decorated, much display of material appropriate to and keyed to anthology." "Pictures and maps relating to Greece and Greek mythology on one bulletin board." "Portable with desks in circle--couple of couches in the back of the room. Attractive pictures and photographs on wall." "The classroom was well decorated. Some of the decorations relative to the course." "...class involvement and interest was very high, and the student responses to the visual images demonstrated a good grasp of mythological references presented by the instructor with very specialized background. The course would have to be of great interest to most students." However, two observations were disconcerting, "Some memorization," and "The physical atmosphere, however, was somewhat disordered, there being no obvious pattern to the seating. This gives the group a somewhat disoriented effect." These observations suggest that at one extreme in a least one class a rather traditional atmosphere prevails, and at the other a loose atmosphere exists without apparent purpose.

The mean score of the observers rating student involvement from 1 completely involved, to 7 uninvolved, was 2.71.

Gleanings from Teacher-Administrator Observation

"There seemed a real sense of purpose on the part of the students, but a very pleasant informality. Some students sat on the floor, some passed thermos bottles of coffee, and everyone seemed interested in the presentations. An unusually well structured and well conducted class, especially impressive in this observation because the students were the primary participants."

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=77	
15%	14%	15%	a. considerably more enthusiastic about working for this course than the others
29%	20%	26%	b. more motivation in this course than others
12%	10%	18%	c. less motivation than others
30%	44%	27%	d. about average motivation
14%	13%	14%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=255	N=77	
35%	31%	16%	a. very favorable
44%	45%	19%	b. fairly favorable
6%	7%	39%	c. average
14%	16%	16%	d. decidedly unfavorable
		10%	e. highly unfavorable

19: Does the course stimulate independent thinking?

M=346	F=306	N=77	
16%	13%	12%	a. to an unusual degree
40%	38%	26%	b. much
25%	31%	35%	c. moderately
14%	13%	23%	d. little
4%	5%	4%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

In the chart on content under Hypothesis No. 5, one will see the degree of emphasis on composition in the Literary Classics selective. Among observations, the following are of interest: "The reports seemed to be an excellent means for exercising students' composition skills and speaking skills as well as selecting information relative to the content of the course." "Some projects, e.g., construct model of Parthenon, write a Canterbury tale in iambic pentameter, some student reports," and "writing assignment (write some statements about the book after they have finished reading it) given on board relating to Zorba the Greek."

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=78	
8%	7%	13%	a. much more than the usual amount
19%	21%	17%	b. somewhat more than usual
41%	39%	47%	c. average in amount
23%	22%	16%	d. somewhat less than the average
9%	12%	6%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=66	
19%	11%	9%	a. learning to read faster and better
27%	29%	27%	b. learning to write better
6%	5%	5%	c. learning the parts of speech
4%	2%	2%	d. learning how to spell
44%	53%	58%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Gleanings from Teacher-Administrator Observation

There were frequent observations that revealed the range of creative methods teachers employed in teaching Literary Classics, such as "Teacher shows and asks questions about pictures (slides, books) of buildings and about how they reflected culture of the cultures involved--how one can tell a great deal about people in a culture by reading their myths." "This lecture-discussion contained the idea but with architecture instead of myths."

"There were questions by teacher and students for about 5 to 10 minutes and answers to them by the student doing the report. This seems to be primarily a class that reads for homework and has lecture-discussion during the class hour with a few projects thrown in." "Students were giving oral reports on background material for reading (oral reports on background to classical literature)."

"All work was of independent nature. Teacher helped individuals throughout period." "Mrs. X used slides taken on her sabbatical...the slides showed various mythological characters and various places prevalent in mythology. The slides were used for review and to increase student background."

"Teacher believes individual or group projects should be shared with the class. One group of three girls finished telling of Gilgamesh--three other girls began story of Rome." "The teacher played tapes of several old 'Lone Ranger' programs with the purpose of having the students observe and discuss the aspect of the 'hero' in modern form. Students were asked to contrast and compare the 'Lone Ranger' with classical heroes."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture	1	1		1	2			
Groups					3			
Silent Work			1					
Recitation				1				
Discussion	1	2		1	1	2	1	
Socratic	1						1	
Student Presentation	1	3				3		
Teacher Operating Equipment				1			1	
Other						1*		
*Individual Work								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330 F=291 N=75

10%	32%	5%	a. outstanding
28%	31%	23%	b. almost always valuable
30%	27%	30%	c. usually valuable
22%	25%	25%	d. sometimes worth reading
10%	6%	16%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

Once again this very important hypothesis was very difficult to substantiate through observers' remarks on the observation form. One observer in filling out the content emphasis chart added some interesting remarks about the integration of language, literature, and composition. In assessing the composition, she stated "No short assignments--a few, approximately three long papers." In assessing language emphasis, she added "As used in literature." The latter observation is of utmost importance in making students aware of diction and choices of imagery in revealing the idea the writer is attempting to communicate. This process is the essence of language study in any English class.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature	1	1	3	1	3	1	1		
Composition	2	3	2	3		3	3		
Language	3	2		3			3		
Reading			1	2	1	2	1		
Speech formal									
Speech informal	1	4		1	2		1		
Mass Media							1		
No content stressed									
Other									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

The observers assessed the students as representing a heterogeneous range with the median being a B track student. Evidence of the extent to which the Literary Classics class reveals Hypothesis No. 6 can be inferred from some of the following quotes: "Students were doing readings in mythology, with heavy reference on classical references, to build toward readings of Oedipus Rex or Antigone." "Most students have the text for the class in hand. It was used only at the very end of the period for an oral reading assignment."

"Excellent preparation for reading in the Odyssey." "Teacher said she read or told many of the stories to the class."

Considering the challenging literary selections chosen for this heterogeneous class, it is encouraging to see the frequency of oral reading as a technique.

Because of the obvious overlap of many of these hypotheses, it is important that the reader refer to the chart on content emphasis under Hypothesis No. 5 above.

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=75	
11%	7%	12%	a. too difficult
79%	79%	76%	b. of appropriate difficulty
10%	14%	12%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

Gleanings from Teacher-Administrator Observation

"I assume her knowledge came from college courses and self-education." "The teacher has an extremely good background in the field and an intense interest in the mythology and symbolism of myth, and her design for the course is very thorough and well planned." "Teacher returned from one year sabbatical to Greece. Depth of background was excellent for this course." "Teacher and colleagues responsible for arranging curriculum in packages. Had spent part of a summer and much time during term refining and perfecting packages."

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Gleanings from Teacher-Administrator Observation

"Mrs. X, who is a very pleasant and highly organized teacher, deals with a great range of students including nonreaders. The individual programs make good sense for such a diverse group. For a group that lacked self-confidence and self-discipline, the teacher and the method of presenting material looked most appropriate."

"Teacher played tapes of several 'Lone Ranger' programs, with the purpose of having the students observe and discuss the aspect of the 'hero' in a modern form." "The course would have to be of great interest to most students." "The course was considered with mythology, students were enlarging their knowledge by (small teams) presenting myths and mythological heroes that the class as a whole had not had time to study. Some had copy of particular mythology or epic hero on which they were reporting." "Some projects, e.g., construct model of Parthenon, write Canterbury Tale in iambic pentameter, some student reports, a test, etc." "Students were giving oral reports on background material for reading. One was on mathematics of the Greek culture, another had to do with Greek theater, poem was read by a student on the history of the Trojan War, and a report on the beginnings of medicine."

The reader might refer to the use of grouping as a technique to provide for the greater range of abilities in the method chart which appears under Hypothesis No. 4. The use of this method was reported by only one observer.

The discrepancy between observations made and recording on the chart reveals probably more of an oversight on the part of observers than on teacher practice.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23 and 25 (refer to Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=78	
25%	22%	15%	a. more than fulfilled my expectations
23%	22%	26%	b. it was satisfactory
22%	22%	18%	c. about what I expected
17%	22%	27%	d. disappointed
12%	12%	14%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=75	
10%	11%	16%	a. too difficult
80%	77%	73%	b. about right
10%	12%	11%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

The singularity of focus on the literary classics of the Western Tradition revealed in the selected titles suggests a certain narrowness in view of the global village we presently live in. The copious use of slides, posters, films, and records demonstrated the teacher's awareness of technological devices that make literary works of the past more vital and alive. The choice of Zorba the Greek and tapes from The Lone Ranger demonstrates how teachers make more vital our connection with the past.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=77	
15%	12%	8%	a. most valuable
32%	29%	32%	b. highly valuable
34%	36%	23%	c. of average value
13%	17%	19%	d. of little value
6%	5%	19%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=67	
13%	9%	12%	a. very theoretical
22%	20%	22%	b. somewhat theoretical
39%	46%	45%	c. average in balance between theory and practical applications
15%	17%	19%	d. somewhat practical
11%	8%	1%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=59	
17%	11%	29%	a. it is required
10%	7%	8%	b. it is required but I would have taken it anyway
60%	69%	58%	c. I like this area of English
13%	13%	5%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=62	
35%	31%	55%	a. counselor
44%	45%	23%	b. friend
6%	7%	6%	c. parent
14%	16%	16%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=70	
31%	29%	19%	a. one of the best
38%	39%	31%	b. above average
19%	22%	24%	c. below average
12%	10%	26%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=77	
34%	43%	22%	a. liked it very much
41%	36%	51%	b. liked it fairly well
17%	15%	17%	c. neither liked nor disliked it
4%	4%	8%	d. dislike the subject
4%	2%	3%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=67	
66%	61%	57%	a. greater depth in the subject matter
9%	5%	9%	b. too much depth
26%	33%	34%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M-302	F-271	N-67	
62%	61%	43%	a. more flexibility in pursuing your interests
13%	11%	22%	b. more rigid scheduling of books the teacher selected
25%	27%	34%	c. about the same

Recommendations

The Evaluation Committee recommends (1) that the Secondary Instructional Council adopt the course Literary Classics as a regular English offering in the Mt. Diablo Unified School District; (2) that the District run some day-long workshops to study the areas discussed in this evaluation, such as, focus on the Western Tradition, the availability of readings for a range of students in heterogeneous classes, and the means of integrating components of English; (3) that a clear policy regarding the role of the English teacher as advisor of the student selecting English selective courses be studied.

BIBLE AS LITERATURE

"This course will study the many types of literature, both prose and poetry, found in the Bible. It will explore ways in which writers of world literature have used biblical themes, reference, and style, as a basis for their works. Among the literary genre that will be studied will be the poetry of Psalms, Letters of St. Paul, The Biography of David, The Essays of The Prophets, and The Drama of Job."

As with Literary Classics the English selective course, Bible as Literature, generally draws the more able student. It is being taught in two of the five high school English programs in the Mt. Diablo District. The number of students in attendance in classes observed averaged 28.5. Among the 102 enrolled, 8 were 10th graders; 49 were 11th graders; and 44 were 12th graders; 42 boys and 60 girls were taking the classes observed. In response to the question "What program or curriculum are you taking?" 12 chose "not decided"; 3 chose "vocational"; 7 chose "commercial or business education"; 46 chose "academic"; and 34 chose "general". In response to the question "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 33 of 90 who responded chose "brilliant student"; 14 chose "good athlete"; 13 chose "leader in activities"; and 27 chose "popular among students." 82 students indicated that they plan to attend college, 16 were undecided, and 3 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

As the course description above suggests, the Bible can be thought of as an anthology. Other works complementing the readings were the following citations observed by members of the Evaluation Committee: "Biblical reference books available on the front table," "Small classroom library - The Greatest Life Ever Lived, The Story of The Bible World". Observers also mentioned that the various translations of the Bible were available.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322 16%	F=294 21%	N=28 29%	
			a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	46%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	21%	c. planning is chiefly by instructor
4%	3%	4%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Gleanings from Teacher-Administrator Observation

"Continuity very clear and students obviously used to carry into next step."
"Excellent discussion and arrangement of desks (3-sided) and many visual aids neatly arranged." "Student projects displayed on cupboard tops, maps on chalk board trays." "Beautiful display of material directly related to the course of instruction."

Observers rate pupil involvement on a scale of 1 completely involved, to 7 uninvolved at a mean score of 3.2.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=29	
15%	14%	21%	a. considerably more enthusiastic about working for this course than the others
29%	20%	38%	b. more motivation in this course than others
12%	10%	3%	c. less motivation than others
30%	44%	34%	d. about average motivation
14%	13%	3%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=29	
27%	24%	59%	a. very favorable
33%	24%	17%	b. fairly favorable
28%	37%	20%	c. average
8%	11%	3%	d. decidedly unfavorable
5%	5%	0%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=29	
16%	13%	10%	a. to an unusual degree
40%	38%	66%	b. much
25%	31%	17%	c. moderately
14%	13%	7%	d. little
4%	5%	0%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

There was a lack of reference to writing assignments among the teacher-administrator observations. One observer did mention "writing involving English usage and oral participation on the part of students."

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=29	
8%	7%	17%	a. much more than the usual amount
19%	20%	28%	b. somewhat more than usual
41%	39%	41%	c. average in amount
23%	22%	10%	d. somewhat less than the average
9%	12%	3%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=27	
19%	11%	4%	a. learning to read faster and better
27%	29%	56%	b. learning to write better
6%	5%	0%	c. learning the parts of speech
4%	2%	4%	d. learning how to spell
44%	53%	37%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Among the variety of approaches the teacher utilized were the following: Field trip to the Pacific School of Religion, individualized instruction through projects such as students creating a film on David and Sol, use of visual materials related to literature, encouraging oral reports, relying on newspapers and magazines, encouraging students to use a phonograph when presenting their reports and filmstrips.

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture		3		1	2			
Groups		5-						
Silent Work								
Recitation			2	2				
Discussion		4			3			
Socratic	1				4			
Student Presentation		1	3	3	1			
Teacher Operating Equipment	2	2						
Other	3*							
-reference study								
*Work sheets by students								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have been on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=25	
10%	32%	21%	a. outstanding
28%	31%	46%	b. almost always valuable
30%	27%	21%	c. usually valuable
22%	25%	11%	d. sometimes worth reading
10%	6%	0%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

Once again, regarding this very important hypothesis of what one should observe in a superior English program, there were too few citations by observers of the Bible as Literature classes relating to the integrating of the components of English. Yet, one statement ("Emphasis on Hebrew Writing Style, identification of same") suggests a focus on language and style as aspects of communication. One gets a better sense of integration from the chart below.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature		2			3				
Composition	3	1*							
Language									
Reading	1	3							
Speech formal									
Speech informal	2	4			1				
Mass Media		1			2				
No content stressed									
Other									
*Composing film									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Since the majority of the students enrolled in Bible as Literature were more able, the reading assignments were generally given to all members of the class. From remarks of observers, one cannot ascertain the degree of differentiation of reading material for heterogeneous groups within a class.

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above) and 25 (refer to Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

The teachers observed are eminently qualified: one having studied Bible as Literature at Oxford, England, and the other at San Francisco State. The latter also participated in a summer workshop at the University of Indiana. Both are extremely well read.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Gleanings from Teacher-Administrator Observation

"Lesson plans for the semester indicate students are given a wide range of activities."

There appears to be some misunderstanding regarding the responsibility of counselors placing students in elective classes. From one observation form, an observer reports that the teacher "expressed the feeling that counselors often place student in her elective that shouldn't have been placed there."

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=29	
25%	22%	52%	a. more than fulfilled my expectations
23%	22%	24%	b. it was satisfactory
22%	22%	10%	c. about what I expected
17%	22%	14%	d. disappointed
12%	12%	0%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=29	
10%	11%	4%	a. too difficult
80%	77%	90%	b. about right
10%	12%	6%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

In view of this hypothesis, one should refer to Hypothesis No. 4. Such involvement by the teachers in preparing field trips to Pacific School of Religion and encouraging students to make films on Biblical subjects reveals attainment of this hypothesis. One observer remarked that a teacher used "experience in the Orient to illustrate use of modern scribes in countries where people cannot write for themselves." Such an analogue suggests the teacher's keen sense of making general or relevant aspects of a specialized course like Bible as Literature.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=29	
15%	12%	17%	a. most valuable
32%	29%	66%	b. highly valuable
34%	36%	17%	c. of average value
13%	17%	0%	d. of little value
6%	5%	0%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=26	
13%	9%	25%	a. very theoretical
22%	20%	12%	b. somewhat theoretical
39%	46%	46%	c. average in balance between theory and practical applications
15%	17%	12%	d. somewhat practical
11%	8%	4%	e. closely related to practical application

Students Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=25	
17%	11%	0%	a. it is required
10%	7%	0%	b. it is required but I would have taken it anyway
60%	69%	92%	c. I like this area of English
13%	13%	8%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=12	
35%	31%	8%	a. counselor
44%	45%	75%	b. friend
6%	7%	0%	c. parent
14%	16%	16%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=29	
31%	29%	57%	a. one of the best
38%	39%	28%	b. above average
19%	22%	14%	c. below average
12%	10%	0%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=29	
34%	43%	62%	a. liked it very much
41%	36%	34%	b. liked it fairly well
17%	15%	4%	c. neither liked nor disliked it
4%	4%	0%	d. dislike the subject
4%	2%	0%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=28	
66%	61%	82%	a. greater depth in the subject matter
9%	5%	7%	b. too much depth
26%	33%	11%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=26	
62%	61%	85%	a. more flexibility in pursuing your interests
13%	11%	4%	b. more rigid scheduling of books the teacher selected
25%	27%	12%	c. about the same

Recommendations

The Evaluation Committee recommends (1) That the Secondary Instructional Council approve the course Bible as Literature as an offering in English programs in the Mt. Diablo High Schools. (2) As in the case of previous selective courses, a policy regarding counseling students should be established. Not only should the role of the English teacher advising the student be more widely exercised, but also should the counselor become more familiar with the variety of courses available. The high school English selective should not emulate a little college English curriculum, but rather merely emphasize certain areas within the scope of English without excluding other areas, for such exclusion will limit the teacher in providing students with the greatest range of interests. (3) In view of the absence of modern

readings cited by the observers, teachers of the Bible as Literature might consider using modern works whose themes are derived from Biblical sources as an incentive for students overly concerned with contemporarity. (4) That the Mt. Diablo Unified School District provide a workshop for teachers of the Bible as Literature in order that readings, approaches, and strategies might be shared among all assigned this selective so that it may be offered at more schools.

THE SHORT STORY

"This course will be a study of the art of short fiction: The art of the writer as a creator of an experience and the art of the reader as a recreator of that experience. Students will consider the major aspects of fiction in general (plot, character, point of view, tone, setting, theme.) The interrelatedness of these aspects will be stressed as students read stories by writers who stand among the masters of the art of short fiction."

The Short Story is offered in four of the five schools offering nongraded multi-selective English courses. The classes are generally heterogeneous. The number of students in attendance reported by observers averaged 29.6. Of the 71 students who responded to the questionnaire, there was 1, 9th grader; 13, 10th graders; 28, 11th graders; 29, 12th graders. 40 boys and 30 girls took the courses observed. In response to the question "What program or curriculum are you taking in school?" 8 chose "not decided"; 2, "occasional"; 5, "commercial or business education"; 30, "academic"; and 24, "general". In response to the question "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 18 of 65 responding chose "brilliant student"; 16, "good athlete"; 5, "leader in activities"; and 24, "popular among students". When asked if they plan to attend college, 57 indicated that they were, 6 were undecided, and 7 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

One anthology was reported by an observer, another stated "mostly texts, a few nontext paperbacks," while another observer mentioned 50 Great Short Stories, Storie (Jennings & Calitri), Student Handbook for Study of Literature VI, teacher copies of 55 Short Stories from New Yorker, and Salinger's 9 Short Stories. Another indicated such titles as Great American Short Stories, Pocket Book of Short Stories, Great Tales of Action and Adventure, Short Story Masterpieces, 50 Great Short Stories, The Art of Short Fiction, Reader's Digest, many magazines, Life and many anthologies of Black literature.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322	F=294	N=67	
16%	21%	21%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	51%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	25%	c. planning is chiefly by instructor
4%	3%	3%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Cleanings from Teacher-Administrator Observation

"All students writing; some still writing during discussion; one-fourth class making spontaneous comments, very witty ones, about plausibility of detail." "Neat, clean, attractively, and relevantly decorated for literature." "Desks for discussion arrangement. Interesting posters." "Chairs arranged in a circle. Lots of class-related bulletin board displays." "All (students) looked around and reacted to pictures, all did writing assignment, all followed reading of story with obvious enjoyment. Said they liked the story." "This class obviously can 'run itself'."

Evaluators observing courses ranked pupil involvement ranging from 1 completely involved, to 7 uninvolved, at a mean of 1.67.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=70	
15%	14%	9%	a. considerably more enthusiastic about working for this course than the others
29%	20%	30%	b. more motivation in this course than others
12%	10%	10%	c. less motivation than others
30%	44%	45%	d. about average motivation
14%	13%	6%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=71	
27%	24%	17%	a. very favorable
33%	24%	45%	b. fairly favorable
28%	37%	30%	c. average
8%	11%	7%	d. decidedly unfavorable
5%	5%	1%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=71	
16%	13%	8%	a. to an unusual degree
40%	38%	49%	b. much
25%	31%	28%	c. moderately
14%	13%	13%	d. little
4%	5%	1%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Gleanings from Teacher-Administrator Observation

"Verbal instructions: You have 25 minutes to answer questions on ditto of details, which will enable you to write a character sketch tomorrow and a setting for the character on Friday." "Finish up writing short stories." "Write a one or two paragraph reaction to pictures (no explicit purpose given for writing assignment, identifying audience and subject except 'write reaction to pictures')."

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=71	
8%	7%	4%	a. much more than the usual amount
19%	20%	32%	b. somewhat more than usual
41%	39%	41%	c. average in amount
23%	22%	17%	d. somewhat less than the average
9%	12%	6%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=67	
19%	11%	10%	a. learning to read faster and better
27%	29%	48%	b. learning to write better
6%	5%	3%	c. learning the parts of speech
4%	2%	4%	d. learning how to spell
44%	53%	34%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Gleanings from Teacher-Administrator Observation

"Teacher's purpose to keep students emotionally involved with feelings of characters and impact of story's setting." "I wanted also to use record The Sea, for the short writing exercises." "Students told me they had discussed structural elements--plot, setting, etc., at beginning of course but now they talk about ideas and feelings in stories." "I made comparisons and noted contrast in the style of Kafka and Sartre." "The bulk of the class was involved in writing the short stories. Mrs. X was having conferences with students about their stories." "Student leader of discussion read several dittos of student notes for a character sketch and class commented on how appropriate the details were for a plausible character sketch. Teacher's apparent purpose: to reinforce structural concepts by having students apply them." "Student groups prepare presentations." "Story has been read." "Student were in the process of analysis leading toward understanding of structural elements and techniques of suspense in a short story."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Lecture	2						5	3	
Groups							4	1	
Silent Work					1			2	
Recitation									
Discussion	1	2	1	1	2	2	1	1	1
Socratic				2	2		3	2	
Student Presentation					3		3		
Teacher Operating Equipment									
Other	1*	1-				1+			
*Writing short stories -Teacher reading aloud +Teacher reading aloud									

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=69	
10%	32%	7%	a. outstanding
28%	31%	36%	b. almost always valuable
30%	27%	38%	c. usually valuable
22%	25%	17%	d. sometimes worth reading
10%	6%	1%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

Gleanings from Teacher-Administrator Observation

"Student explanation: we work in panels to give explications of character, setting or mood, and theme. Now, because character is so important in building up a story, she wants us to use the techniques of characterization by writing our own." "Discussion about Black-White language." "Lesson was definitely a continuation of examining a certain type of short story and writing style." "On blackboard: (1) gather in several small groups, (2) share the sea pictures, (3) discuss them, write a one or two paragraph reaction to pictures." "A few papers read (interesting associations and use of language)."

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature	2	1	1		1	2	1	1	2
Composition		2	5	3	2			2	
Language		3	4			1		2	1
Reading	1		2	1	3	3	2	1	3
Speech formal									
Speech informal			3			4			
Mass Media				2					
No content stressed									
Other									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Gleanings from Teacher-Administrator Observation

"The class is primarily a reading and discussion class. 'We read aloud'." "All followed reading of story with obvious enjoyment." "They said they liked the story."

"Discussion followed up on previous reading and paved the way for an additional short story." "Reading a short story on how it might feel to be Black." "She read us 'Rain' and 'Try A Dull Knife' and they had good characterization." "Teacher read passages from the story--which had been completely read by class. Discussion of the passages followed reading of the story."

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=70	
11%	7%	6%	a. too difficult
79%	79%	89%	b. of appropriate difficulty
10%	14%	6%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

On the observations made by observers, the following indicated the preparation of instructors teaching the selective Short Story: "Teacher is well read and well prepared in the short story, attended college classes" and "this class can obviously 'run itself' thanks to the excellent background Mrs. X has given them."

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

It is not surprising to find that in such a heterogeneous class as the Short Story, teachers have relied extensively upon group work so as to challenge able students while encouraging less able ones. Referring to several gleanings from Teacher-Administrator observations under Hypothesis No. 4 and No. 2, one can see that students are thoroughly engaged in the classes. ("Student groups prepare presentations, etc.")

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=70	
25%	22%	24%	a. more than fulfilled my expectations
23%	22%	21%	b. it was satisfactory
22%	22%	13%	c. about what I expected
17%	22%	18%	d. disappointed
12%	12%	23%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=69	
10%	11%	14%	a. too difficult
80%	77%	80%	b. about right
10%	12%	6%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

In view of the generic focus of this English selective, one might expect there would not be much evidence to substantiate attaining this hypothesis. Yet from gleanings referred to under Hypothesis No. 4 above and No. 6, we see that there is much writing based on content other than literature read, such as pictures and the sound of oral language as it is read by a teacher. One observer mentioned seeing "radio, projector, and built-in screen in the room." One might also make the case that the brevity of the genre makes the short story a most appropriate literary form for a speed crazed century. Thus, the existence of such a course recognizes the forces impinging upon English education today.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=71	
15%	12%	13%	a. most valuable
32%	29%	34%	b. highly valuable
34%	36%	38%	c. of average value
13%	17%	10%	d. of little value
6%	5%	6%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=68	
13%	9%	12%	a. very theoretical
22%	20%	25%	b. somewhat theoretical
39%	46%	37%	c. average in balance between theory and practical applications
15%	17%	12%	d. somewhat practical
11%	8%	15%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=66	
17%	11%	21%	a. it is required
10%	7%	14%	b. it is required but I would have taken it anyway
60%	69%	50%	c. I like this area of English
13%	13%	5%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=60	
35%	31%	30%	a. counselor
44%	45%	38%	b. friend
6%	7%	12%	c. parent
14%	16%	20%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=70	
31%	29%	26%	a. one of the best
38%	39%	40%	b. above average
19%	22%	29%	c. below average
12%	10%	6%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=70	
34%	43%	39%	a. liked it very much
41%	36%	46%	b. liked it fairly well
17%	15%	4%	c. neither liked nor disliked it
4%	4%	9%	d. dislike the subject
4%	2%	3%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=66	
66%	61%	71%	a. greater depth in the subject matter
9%	5%	6%	b. too much depth
26%	33%	23%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=65	
62%	61%	61%	a. more flexibility in pursuing your interests
13%	11%	12%	b. more rigid scheduling of books the teacher selected
25%	27%	26%	c. about the same

Recommendations

The Evaluation Committee recommends that the Secondary Instruction Council adopt the Short Story as a regular English selective offering in the Mt. Diablo District High Schools.

We recommend that teachers teaching the Short Story look into the use of improvisation as dramatic activities in teaching the Short Story.

DEVELOPMENTAL READING

"This course is designed for students who are reading slightly below average or at grade level. By reading selections of nonfiction and fiction, students will increase their vocabulary, their level of comprehension, their ability to make reference, their understanding of the structure of the discourse, and their ability to judge reading rate to the type and purpose of the reading assignment."

Developmental Reading is offered in two of the five Mt. Diablo high schools offering English selective courses. Because of scheduling, one observer was not able to observe one of the two classes, but three observers did assess the two programs offered in the Fall, the number of students in attendance in classes observed by the teacher-administrator teams averaged 19. The students were identified as C's and low B's.

Items on the Student Questionnaire that reveal interesting data about the students are Items 1, 2, 3, 4, 5 and 9. (The reader will be somewhat confused that the N in most responses is about 19, while one might have expected twice that figure. Both teachers administered the questionnaire. The cause of the discrepancy may be revealed in one observer's remark "Developmental Reading at X high school is somewhat similar to Speed Reading at other schools. In Y school, Developmental Reading is more of a Remedial Reading class." There is a confusion of titles, and it is plausible that students may have marked the wrong IBM slot for the course that they were taking.)

Of the 19 who responded to the questionnaire, 1 student was in the 9th grade, 3 in the 10th, 4 in the 11th, and 11 in the 12th. There were 10 boys and 9 girls in the classes. When asked "What program or curriculum are you taking in school?" 5 chose "not decided"; 0, "vocational"; 4, "commercial or business"; 5, "academic"; 5, "general". When asked "If you can be remembered here at school for one of the four things listed below, which one would you want to be?" 5 chose "brilliant student"; 4, "good athlete"; 1, "leader in activities"; and 9, "popular among students". 13 said they were going to attend college, 5 were undecided, and 1 was not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

One objective of the Developmental Reading class was to aid the student in reading materials outside the realm of English. Therefore, observers did notice the use of social studies books in the Developmental Reading class, in addition to "various paperbacks of interest, e.g., Run Silent, Run Deep, a novel on congress, Confessions of Nat Turner, The Wordways, Why We Can't Wait, Circus in the Attic, Basic Reading Skills, McMillan Reading Program, Word Analysis, Spring Board, etc.

Tests diagnosing reading abilities that were mentioned were SRA Reading kits and reading machinery such as Control Readers, and tactualiscopes, and reading pacers. These were used infrequently.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322	F=294	N=19	
16%	21%	5%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	74%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	11%	c. planning is chiefly by instructor
4%	3%	11%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Gleanings from Teacher-Administrator Observation

"The room was well stocked with appropriate literature: books (hard and paperback) magazines and newspapers. Students bring with them any school material or personal reading material to utilize during the class. Some had texts, others paperbacks, some had brought magazines from the library. There are parent donated couches and easy chairs for relaxed talk, study, and reading. Plus the room contains an ample assortment of reading equipment (shadow scopes, control readers) to be used when appropriate.

Observers rated pupil involvement on a scale of 1 completely involved, to 7 uninvolved at a mean of 2.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=19	
15%	14%	26%	a. considerably more enthusiastic about working for this course than the others
29%	20%	16%	b. more motivation in this course than others
12%	10%	21%	c. less motivation than others
30%	44%	32%	d. about average motivation
14%	13%	5%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=19	
27%	24%	32%	a. very favorable
33%	24%	32%	b. fairly favorable
28%	37%	37%	c. average
8%	11%	0%	d. decidedly unfavorable
5%	5%	0%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=19	
16%	13%	16%	a. to an unusual degree
40%	38%	26%	b. much
25%	31%	26%	c. moderately
14%	13%	26%	d. little
4%	5%	4%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

There were no gleanings on the observation forms that would have bearing on Hypothesis No. 3.

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=19	
8%	7%	0%	a. much more than the usual amount
19%	20%	21%	b. somewhat more than usual
41%	39%	21%	c. average in amount
23%	22%	16%	d. somewhat less than the average
9%	12%	42%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=17	
19%	11%	29%	a. learning to read faster and better
17%	29%	29%	b. learning to write better
6%	5%	0%	c. learning the parts of speech
4%	2%	0%	d. learning how to spell
44%	53%	0%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Gleanings from Teacher-Administrator Observation

Under Hypothesis No. 1 and No. 2 above, one can infer that there is much innovation in the range of activities to achieve objectives of this class.

One very impressive innovation in particular is the use of T.A. students, who come in on teacher and counselor recommendation. The T.A.'s from grades 9 through 12 are excellent readers, and each helps one student in the class who is having trouble with reading. The scheduling is arranged so that there is one T.A. for each student in the Developmental Reading class.

Other observers' remarks included the following activities "the students heard a poem by Bob Dylan - identify imagery and story - look at literary devices of Bob Dylan." "Critical reading."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture	2							
Groups	1	1	1					
Silent Work								
Recitation								
Discussion			2					
Socratic								
Student Presentation			3					
Teacher Operating Equipment	2							
Other								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=19	
10%	32%	0%	a. outstanding
28%	31%	32%	b. almost always valuable
30%	27%	16%	c. usually valuable
22%	25%	47%	d. sometimes worth reading
10%	6%	4%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

In view of the lack of evidence that composition was part of the Developmental Reading class, the integration of the components might be questioned. It is interesting to see the remark regarding the Bob Dylan poem in gleanings under Hypothesis No. 4 above.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature	2								
Composition									
Language		3							
Reading	1	1	1						
Speech formal									
Speech informal		2							
Mass Media	3								
No content stressed									
Other									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Needless to say, one of the most salient features of the Developmental Reading class was the great variety of reading materials for a range of students with varying abilities. Other gleanings include the following observations: "Critical reading: poem by Bob Dylan read once for overview, read twice for images and story, read a third time for meaning." "Lots of students reading to T.A.'s and T.A.'s correcting. Six or eight kids reading at a time." "After Thanksgiving students may be looking at the structure of writing, etc."

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=15	
11%	7%	0%	a. too difficult
79%	79%	87%	b. of appropriate difficulty
10%	14%	13%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

The teachers have participated in college courses on reading and in reading conferences.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

The two classes observed represent different abilities; one class was identified as AB, the other class was identified as mainly C. Matching program to student is an ongoing practice as is revealed by the following: "T.A.'s assigned to students at first period. Later, many changes made to match up with personalities." Gleanings reported under Hypothesis No. 1, No. 2, No. 4, and No. 6, will also provide the reader with an understanding of the materials made available to the broad range of students involved in the two classes. Also, the reader is referred to the Methods Chart under Hypothesis No. 4, particularly the use of groups to achieve more of an individualized instruction for students.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=19	
25%	22%	26%	a. more than fulfilled my expectations
23%	22%	42%	b. it was satisfactory
22%	22%	16%	c. about what I expected
17%	22%	16%	d. disappointed
12%	12%	0%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=19	
10%	11%	0%	a. too difficult
80%	77%	79%	b. about right
10%	12%	21%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

The reliance upon group work, the innovation of using T.A.'s on a one-for-one basis, the variety of topics students were to read, indicate the fulfillment of Hypothesis No. 9. In addition, one observer reported that class "studies how to read a film on a regular basis - critical reading with film as a media."

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above) 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=19	
15%	12%	21%	a. most valuable
32%	29%	37%	b. highly valuable
34%	36%	26%	c. of average value
13%	17%	11%	d. of little value
6%	5%	4%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=17	
13%	9%	6%	a. very theoretical
22%	20%	18%	b. somewhat theoretical
39%	46%	24%	c. average in balance between theory and practical applications
15%	17%	41%	d. somewhat practical
11%	8%	11%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=11	
17%	11%	0%	a. it is required
10%	7%	0%	b. it is required but I would have taken it anyway
60%	69%	73%	c. I like this area of English
13%	13%	27%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=17	
35%	31%	41%	a. counselor
44%	45%	53%	b. friend
6%	7%	6%	c. parent
14%	16%	0%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=18	
31%	29%	39%	a. one of the best
38%	39%	39%	b. above average
19%	22%	17%	c. below average
12%	10%	6%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=19	
34%	43%	16%	a. liked it very much
41%	36%	47%	b. liked it fairly well
17%	15%	32%	c. neither liked nor disliked it
4%	4%	4%	d. dislike the subject
4%	2%	0%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=17	
66%	61%	53%	a. greater depth in the subject matter
9%	5%	0%	b. too much depth
26%	33%	47%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	M=271	N=15	
62%	61%	73%	a. more flexibility in pursuing your interests
13%	11%	0%	b. more rigid scheduling of books the teacher selected
25%	27%	27%	c. about the same

Recommendations

The Evaluation Committee recommends (1) that the Secondary Instructional Council adopt the course Developmental Reading as a regular English offering in the Mt. Diablo District High Schools; (2) that teachers teaching the course and English Departments offering the selective should review and adopt a general agreement as to what is Developmental Reading, how it is different from Remedial Reading and how it is different from Speed Reading; (3) that the teachers teaching Developmental Reading include composition as an area of study in the Developmental Reading class.

THE FILM

"The purpose of this course is to develop the students' understanding, appreciation, discrimination, and critical analysis of the film as a means of communicating ideas as a mode of artistic expression. Students may study film techniques and employ those techniques in the production of a motion picture. Among the various aspects of film study, students may concentrate on cinematic techniques, the transplantation of the novel into film, the artistry of a documentary, the experimental film, the animated film, and the feature film. Like the opera, the film is an inter-artistic mode of expression. Individual study may include reading and writing scenarios, viewing and painting sets and montages for credits, listening and composing music for moods, and appreciating or syncopating the pace of scenes."

The Film is being offered in four of the five high schools that offer nongraded multi-selective English programs. The students who sign up for the class, are generally a heterogeneous group. Depending upon the course offered at a particular school, one might encounter a homogeneous group of slow students or at another school a homogeneous group of very able students. The average of students in attendance observed by teacher-administrators was 26.6 with a range of 10 to 37. Data from the Student Questionnaire reveals that of the 65 students who responded, there was 1 9th grader, 15, 10th graders; 29, 11th graders; and 20, 12th graders. 43 boys and 22 girls responded to the questionnaire. When asked what program or curriculum are you taking in school? 13 of 64 responding chose "not decided"; 1, "vocational"; 7, "commercial or business education"; 18, "academic"; 25, "general." In response to the question "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 11 of 53 responding chose "brilliant student"; 9, "good athlete"; 2, "leader in school activities"; and 27, "popular among students." 42 students intend to go to college, 13 were undecided, and 9 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

Gleanings from Teacher-Administrator Observation

"Film posters, many newspaper articles, programs from DVC, very colorful and effective." "One file cabinet with folders on films." "Several projectors, editors, splicers, tables for individual work."

There were no references to students carrying books, either library or own personal books, on the subject of film; nor did the observers mention having seen any titles of film criticism available in the classrooms or the classroom libraries.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322 16%	F=294 21%	N=58 14%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	40%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	47%	c. planning is chiefly by instructor
4%	3%	0%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Teacher-administrator observers remarked, "Standard class-semi-circle seating. Pertinently decorated, attractive." "Chairs in semi-circle around screen, double row." "Students were polite and interested."

Teacher-administrator observers rated pupil involvement on a scale running from 1 completely involved, to 7 uninvolved as a mean of 2.12.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342 15%	F=305 14%	N=64 20%	a. considerably more enthusiastic about working for this course than the others
29%	20%	39%	b. more motivation in this course than others
12%	10%	8%	c. less motivation than others
30%	44%	30%	d. about average motivation
14%	13%	3%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345 27%	F=309 24%	N=65 48%	a. very favorable
33%	24%	29%	b. fairly favorable
28%	37%	18%	c. average
8%	11%	2%	d. decidedly unfavorable
5%	5%	3%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346 16%	F=306 13%	N=64 20%	a. to an unusual degree
40%	38%	44%	b. much
25%	31%	28%	c. moderately
14%	13%	6%	d. little
4%	5%	2%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Gleanings from Teacher-Administrator Observation

"Miss X read some examples (students) of film comparisons." "Writing reports of outside films." "Wednesday, students write responses." "Support...view that film...is a good film. If you are disappointed, tell how the film could have been more effective."

One observation also demonstrated how the sequencing of images provides an analogue to the rhetoric of paragraphing: "Comic book clippings in sequences demonstrated." "Also referred to content chart under Hypothesis No. 5 below."

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=65	
8%	7%	5%	a. much more than the usual amount
19%	20%	15%	b. somewhat more than usual
41%	39%	52%	c. average in amount
23%	22%	20%	d. somewhat less than the average
9%	12%	8%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=60	
19%	11%	8%	a. learning to read faster and better
27%	29%	27%	b. learning to write better
6%	5%	3%	c. learning the parts of speech
4%	2%	2%	d. learning how to spell
44%	53%	60%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Gleanings from Teacher-Administrator Observation

"Teacher began discussion. Some students answered each other. (Teacher uses content of students' comments to involve other students in discussion.)" "Film was compared to other films about horses and related to films that got students involved." "Discussion of previous day, overview of western as film type." "Excellent discussion--then broke up into groups." "Students were working on their own film making project (editing--filming--reviewing)." "Films have been divided into groups (thematic) about four to a theme." "Looked at 'Dream of Wild Horses'--discuss--look at film a second time--discuss." "Students working either individually or in teams on editing." "Films are shown Monday, Tuesday, Wednesday. A question sheet is handed out on Thursday that deals with what was discussed." "Think about content--characterization and theme."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture				2				
Groups		3			2	1		
Silent Work					3			
Recitation								
Discussion	1	2	2	1			3	1
Socratic							2	
Student Presentation								
Teacher Operating Equipment	2		1				1	
Other		1*			1	2		
*Watch film								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=51	
10%	32%	8%	a. outstanding
28%	31%	22%	b. almost always valuable
30%	27%	25%	c. usually valuable
22%	25%	35%	d. sometimes worth reading
10%	6%	10%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

Some gleanings from the Teacher-Administrator Observation suggest subtle integration of components of English. "Students were asked to relate narrative style and features of this film to other features of previous films." Another's observation pointed out how the teacher demonstrated the paralinguistic aspects of visual communication: "brief talk about Dean's style and code of humor."

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature									
Composition	3						-		
Language									
Reading									
Speech formal	2								
Speech informal				2			2		
Mass Media	1	1	1	1	1*	1+	1	1	
No content stressed									
Other									
*Technical emphasis									
+Individual work and school work									
-Composition of film - How it was put together to mean something									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Other than references mentioned above about students "reading students" remarks about films, there were no other references to the students reading printed matter in the classes.

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=37	
11%	7%	0%	a. too difficult
79%	79%	86%	b. of appropriate difficulty
10%	14%	14%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant

The teachers teaching film are eminently qualified. Three of the four teachers observed have taken the University of California extension course, The Exacting Eye; one teacher having taken it twice. Two teachers have been involved in professional conferences at San Francisco and State Conventions of the California Association of Teachers of English.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Since one class was definitely homogeneous, A and high B, and the rest were generally terminal students, one must think of this selective as being provided for those students of lower ability. From one remark, "explanation of questions" teachers attempt to make clear their instructions to the whole class. One observer noted, "Students were on their own. Very meaningful activity on film making. Some were on outside assignments." "The class chose one of 33 films for special final exam." "Lesson related to previous film--groups on an ongoing assignment on terminology of film discussion, students presented the results of their researches with examples." From these gleanings, one might infer that there was much reliance upon group work and the contract method of having students fulfill certain projects they themselves established. We can also infer fulfillment of this hypothesis by scanning the Method Chart under Hypothesis No. 4 above.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=64	
25%	22%	33%	a. more than fulfilled my expectations
23%	22%	20%	b. it was satisfactory
22%	22%	34%	c. about what I expected
17%	22%	3%	d. disappointed
12%	12%	9%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=61	
10%	11%	3%	a. too difficult
80%	77%	81%	b. about right
10%	12%	10%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

The offering of film in a high school English program reveals a certain degree of fulfillment of Hypothesis No. 9. William Arrowsmith has pointed out that film is the ecumenical art form of the 20th century, comparable to opera in the 19th century. It is obvious from some of the gleanings from the Teacher-Administrator Observation Form, that this class is not limited to the one-hour experience with film. The teachers have imaginatively involved the students in adjudicating films, both on television and in the locale. The content of many films has direct bearing upon the contemporary scene and upon forces shaping the future. As one observer remarked, "he stressed theme and content with his 'C' students. He related modern political figures to those of the era depicted in the film." From the gleanings under Hypothesis No. 3 regarding the use of comic book sequences, one can see how the pictorial representation in art so ancient as one can observe in Egyptian frescos or Apollodorus' Trajan column in Rome is made modern through the study of the cinema. Focusing on the rhetoric of the montage is an ingenious way of making the students aware of the necessity of "reading" films.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=65	
15%	12%	9%	a. most valuable
32%	29%	31%	b. highly valuable
34%	36%	48%	c. of average value
13%	17%	9%	d. of little value
6%	5%	3%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=56	
13%	9%	7%	a. very theoretical
22%	20%	27%	b. somewhat theoretical
39%	46%	39%	c. average in balance between theory and practical applications
15%	17%	23%	d. somewhat practical
11%	8%	4%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=62	
17%	11%	5%	a. it is required
10%	7%	5%	b. it is required but I would have taken it anyway
60%	69%	77%	c. I like this area of English
13%	13%	13%	d. I like the teacher

13. This course was suggested to me by:

M=252	F=255	N=59	
35%	31%	22%	a. counselor
44%	45%	53%	b. friend
6%	7%	2%	c. parent
14%	16%	24%	d. English teacher

16. How do you like this course as compared with other courses you have had, including those you are now taking?

M=375	F=299	N=63	
31%	29%	49%	a. one of the best
38%	39%	41%	b. above average
19%	22%	10%	c. below average
12%	10%	0%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=65	
34%	43%	48%	a. liked it very much
41%	36%	40%	b. liked it fairly well
17%	15%	12%	c. neither liked nor disliked it
4%	4%	0%	d. dislike the subject
4%	2%	0%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=57	
66%	61%	45%	a. greater depth in the subject matter
9%	5%	4%	b. too much depth
26%	33%	51%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=57	
62%	61%	77%	a. more flexibility in pursuing your interests
13%	11%	0%	b. more rigid scheduling of books the teacher selected
25%	27%	23%	c. about the same

Recommendations

The Evaluation Committee recommends (1) that the Secondary Instructional Council approve The Film as a regular offering in nongraded, multi-selective English courses; (2) that the schools continue to finance the expenditure for films while the District looks into the possibility of acquiring a small film library; (3) that there be a workshop to study the selective on film and to develop a program that not only emphasizes the media of film but also includes other components of English; (4) that teachers of the film not exclude the printed word, but explore such forms as secondary references, film resources, or scenarios.

SPEED READING

"This course is designed for students who are reading above grade level and who intend to continue on to college. The course will refine and broaden those reading skills that enable one to read more rapidly and comprehend more, such as the ability to anticipate ideas in material to be read, to ask questions of such material, to scan material, and to conclude a reading assignment by constructing an overview of the content."

Speed Reading is offered at only one high school in the Mt. Diablo Unified School District. It was evaluated by two observers who observed an average of 22 students in attendance. / of the 20 students who filled out the Questionnaire, 14 were 10th graders; 4, 11th graders; and 2, 12th graders. 14 boys and 6 girls were in the course. When asked, "What program or curriculum are you taking in school?" 2 chose "not decided"; 1, "vocational"; 5, "commercial or business education"; 7, "academic"; and 5, "general". When asked "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 7 chose "brilliant student"; 4, "good athlete"; 2, "leader in activities"; and 7, "popular among students". 15 stated they were going to go on to college, 3 were undecided, and 2 were not planning to attend.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

Gleanings from Teacher-Administrator Observation

"Students assigned to read six specific novels." Classroom "colorful and pleasant. Nine shadow scope machines all lined up in rear of room on tables."

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322	F=294	N=20	
16%	21%	25%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	20%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	55%	c. planning is chiefly by instructor
4%	3%	0%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Observers remarked that students selected their own novels - Kidnapped, The Floods of Fear, etc. "Very well organized for this class. Some posters around the room related to the course."

Observers rated pupil involvement on a scale ranging from 1 completely involved, to 7 uninvolved at a mean of 2.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=10	
15%	14%	10%	a. considerably more enthusiastic about working for this course than the others
29%	20%	20%	b. more motivation in this course than others
12%	10%	15%	c. less motivation than others
30%	44%	40%	d. about average motivation
14%	13%	15%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=20	
27%	24%	10%	a. very favorable
33%	24%	20%	b. fairly favorable
28%	37%	45%	c. average
8%	11%	25%	d. decidedly unfavorable
5%	5%		e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=20	
16%	13%	10%	a. to an unusual degree
40%	38%	45%	b. much
25%	31%	20%	c. moderately
14%	13%	25%	d. little
4%	5%		e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

There were no gleanings on the observation forms that would have bearing on Hypothesis No. 3.

Like the English selective Developmental Reading, Speed Reading emphasizes the activity of decoding. Writing or encoding is not one of the major objectives of the course.

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=20	
8%	7%	0%	a. much more than the usual amount
19%	20%	10%	b. somewhat more than usual
41%	39%	25%	c. average in amount
23%	22%	25%	d. somewhat less than the average
9%	12%	40%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=20	
19%	11%	40%	a. learning to read faster and better
27%	29%	25%	b. learning to write better
6%	5%	10%	c. learning the parts of speech
4%	2%	5%	d. learning how to spell
44%	53%	20%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Among the observations by observers are the following: "Class divided into five distinct groups. One group of seven students being tested (speed and comprehension) by teacher. The rest of the class reading independently."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture								
Groups	1	1						
Silent Work	2	2						
Recitation								
Discussion								
Socratic								
Student Presentation								
Teacher Operating Equipment								
Other								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=20	
10%	32%	10%	a. outstanding
28%	31%	10%	b. almost always valuable
30%	27%	40%	c. usually valuable
22%	25%	40%	d. sometimes worth reading
10%	6%	0%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

As with the English selective Developmental Reading, the Speed Reading class does not focus on writing as one of the major activities.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature									
Composition									
Language		2							
Reading	1	1							
Speech formal									
Speech informal									
Mass Media									
No content stressed									
Other	2*								
*									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Since the major emphasis of Speed Reading is to enable students to read at a greater speed with greater comprehension, it is obvious that reading skills are practiced in a class. Also, the students in a class are mainly college-bound. There is a great deal of freedom for students to select their own works and to explore a variety of areas. As one observer pointed out, "the teacher assigns independent reading to students. Continual program of testing for comprehension and speed. Students keep a record sheet of their own progress."

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=20	
11%	7%	15%	a. too difficult
79%	79%	75%	b. of appropriate difficulty
10%	14%	10%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

Though observers did not specify the instructor's preparation, their implication above reveals the teacher's consummate skill and thorough understanding of the demands of this course.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

As observed by one observer, the use of groups certainly accommodates the range that would be met in such a class as Speed Reading. Refer to gleanings from teacher-administrator observations under Hypotheses No. 4 and No. 6.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=20	
25%	22%	20%	a. more than fulfilled my expectations
23%	22%	35%	b. it was satisfactory
22%	22%	15%	c. about what I expected
17%	22%	10%	d. disappointed
12%	12%	20%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=20	
10%	11%	5%	a. too difficult
80%	77%	75%	b. about right
10%	12%	20%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

Speed Reading is one of those courses that reflects the adjustment of the curriculum in English to the demands of the 20th Century. Considering the great amount of information available, it is of great importance that the average citizen reads selectively and adjusts his reading strategy according to the purpose and the nature of the reading material. These goals appear to be achieved as one might infer from the gleanings from the Teacher-Administrator Observation above.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=	
15%	12%	25%	a. most valuable
32%	29%	20%	b. highly valuable
34%	36%	30%	c. of average value
13%	17%	20%	d. of little value
6%	5%	5%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=20	
13%	9%	5%	a. very theoretical
22%	20%	20%	b. somewhat theoretical
39%	46%	40%	c. average in balance between theory and practical applications
15%	17%	15%	d. somewhat practical
11%	8%	20%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=19	
17%	11%	11%	a. it is required
10%	7%	0%	b. it is required but I would have taken it anyway
60%	69%	84%	c. I like this area of English
13%	13%	5%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=20	
35%	31%	25%	a. counselor
44%	45%	45%	b. friend
6%	7%	20%	c. parent
14%	16%	10%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=20	
31%	29%	25%	a. one of the best
38%	39%	35%	b. above average
19%	22%	35%	c. below average
12%	10%	5%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=20	
34%	43%	10%	a. liked it very much
41%	36%	25%	b. liked it fairly well
17%	15%	45%	c. neither liked nor disliked it
4%	4%	10%	d. dislike the subject
4%	2%	0%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=20	
66%	61%	45%	a. greater depth in the subject matter
9%	5%	5%	b. too much depth
26%	33%	50%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=20	
62%	61%	55%	a. more flexibility in pursuing your interests
13%	11%	0%	b. more rigid scheduling of books the teacher selected
25%	27%	45%	c. about the same

Recommendations

The Evaluation Committee recommends that (1) the Secondary Instructional Council approve the offering of Speed Reading as a regular course in the Mt. Diablo District English curriculum; (2) that course planners and teachers include writing and a study of language as part of the curriculum.

HUMOROUS LITERATURE

"In this course, student will study those literary works which evoke a humorous response from readers."

Humorous Literature is being offered in only one of the five schools offering nongraded multi-selective classes in English. The two observers reported the number of students in attendance to be 29. Of the 27 students responding to the Questionnaire, 8 were 10th graders; 9, 11th graders; and 10, 12th graders. 17 boys and 10 girls took the course. In response to the question "What program of the curriculum are you taking in school?" 3 chose "not decided"; 10, "vocational"; 4, "commercial or business education"; 8, "academic"; and 12, "general". In response to the question, "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 7 chose "brilliant student"; 8, "good athlete"; 3, "leader in activities"; and 8, "popular among students". 17 planned to attend college, 7 were undecided, and 3 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

The mean score of observers rating student involvement from 1, completely involved, to 7 uninvolved, was 3.

Gleanings from Teacher-Administrator Observation

"Teacher discussed previous day's reading and continued the discussion. Class then read short assignment." "A continuation of fable and allegory." "Definitely related to the type of humor under examination." The other observer noted "dictionaries and many posters in class variety of humorous literature books. Cartoons, etc."

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322	F=294	N=25	
16%	21%	4%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	68%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	20%	c. planning is chiefly by instructor
4%	3%	8%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning,

Gleanings from Teacher-Administrator Observations

"The room was well stocked with appropriate literature: books (hard and paperback) magazines and newspapers. Students bring with them any school material or personal reading material to utilize during the class." "Standard classroom. Divided seating ($\frac{1}{2}$ on each side of room) some decoration. Neat."

The mean score of observers rating student involvement from 1 completely involved, to 7 uninvolved, was 3.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=10	
15%	14%	4%	a. considerably more enthusiastic about working for this course than the others
29%	20%	12%	b. more motivation in this course than others
12%	10%	15%	c. less motivation than others
30%	44%	54%	d. about average motivation
14%	13%	15%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=20	
27%	24%	7%	a. very favorable
33%	24%	22%	b. fairly favorable
28%	37%	59%	c. average
8%	11%	7%	d. decidedly unfavorable
5%	5%	4%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=20	
16%	13%	15%	a. to an unusual degree
40%	38%	19%	b. much
25%	31%	41%	c. moderately
14%	13%	22%	d. little
4%	5%	4%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Like other selectives that were being offered at one school during the Fall of 1970, the observers did not record enough data from which information relevant to this hypothesis could be extracted.

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=27	
8%	7%	0%	a. much more than the usual amount
19%	20%	0%	b. somewhat more than usual
41%	39%	30%	c. average in amount
23%	22%	41%	d. somewhat less than the average
9%	12%	30%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=90	
19%	11%	17%	a. learning to read faster and better
27%	29%	13%	b. learning to write better
6%	5%	13%	c. learning the parts of speech
4%	2%	8%	d. learning how to spell
44%	53%	50%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Gleanings from Teacher-Administrator Observation

"Teacher discussed previous day's reading and continued the discussion." "Class then read short assignment and discussed it." "Some small groups discussing book." "The course is set up to define different interpretations of humor - what is humorous. Why do people see certain things as humorous - this lesson was part of this long range goal."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture								
Groups								
Silent Work	3	1						
Recitation	2							
Discussion	1							
Socratic								
Student Presentation								
Teacher Operating Equipment								
Other								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=27	
10%	32%	0%	a. outstanding
28%	31%	26%	b. almost always valuable
30%	27%	33%	c. usually valuable
22%	25%	30%	d. sometimes worth reading
10%	6%	11%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

As with Hypothesis No. 4, generalizations regarding the degree of integration of literature, composition, and language are impossible.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature		1							
Composition									
Language		3							
Reading	1	2							
Speech formal									
Speech informal									
Mass Media									
No content stressed									
Other									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

Gleanings from Teacher-Administrator Observation

"Read a humorous modern fable and discussed it." The titles reported ranged from The Dog Who Wouldn't Be, The Human Comedy, The Mouse That Roared, The Little World of Don Camillo, and The Pushcart War."

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=27	
11%	7%	3%	a. too difficult
79%	79%	74%	b. of appropriate difficulty
10%	14%	22%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

Both observers reflected that the teacher was well read and had access to much material to meet the needs of his students.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Many of the observations above overlap within Hypothesis No. 8. One observer reported the "students read humorous writing that they brought to class." "Many dittoed work sheets to encourage students to analyze the humor portrayed in various books."

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=27	
25%	22%	11%	a. more than fulfilled my expectations
23%	22%	26%	b. it was satisfactory
22%	22%	22%	c. about what I expected
17%	22%	26%	d. disappointed
12%	12%	15%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=26	
10%	11%	0%	a. too difficult
80%	77%	77%	b. about right
10%	12%	23%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

Gleanings from Teacher-Administrator Observation

The teachers of Humorous Literature has relied extensively on media: "Use of records selected by students."

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=27	
15%	12%		a. most valuable
32%	29%	22%	b. highly valuable
34%	36%	41%	c. of average value
13%	17%	30%	d. of little value
6%	5%	7%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=26	
13%	9%		a. very theoretical
22%	20%	26%	b. somewhat theoretical
39%	46%	58%	c. average in balance between theory and practical applications
15%	17%	15%	d. somewhat practical
11%	8%		e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=25	
17%	11%	28%	a. it is required
10%	7%	16%	b. it is required but I would have taken it anyway
60%	69%	56%	c. I like this area of English
13%	13%	0%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=23	
35%	31%	52%	a. counselor
44%	45%	35%	b. friend
6%	7%	0%	c. parent
14%	16%	13%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=25	
31%	29%	12%	a. one of the best
38%	39%	32%	b. above average
19%	22%	44%	c. below average
12%	10%	12%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=27	
34%	43%	30%	a. liked it very much
41%	36%	30%	b. liked it fairly well
17%	15%	30%	c. neither liked nor disliked it
4%	4%	7%	d. dislike the subject
4%	2%	13%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=25	
66%	61%	48%	a. greater depth in the subject matter
9%	5%	2%	b. too much depth
26%	33%	48%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=23	
62%	61%	61%	a. more flexibility in pursuing your interests
13%	11%	17%	b. more rigid scheduling of books the teacher selected
25%	27%	22%	c. about the same

Recommendation:

The Evaluation Committee recommends (1) that the Secondary Instructional Council adopt the course Humorous Literature as a permanent course offering in the Mt. Diablo Unified School District; (2) that there is a great need for this type of course for students who are reluctant readers; (3) that the District Office provide any services to assist in the development of this course in other schools in the District.

APPLIED ENGLISH

"This course will be a study of the various conventions in which formal usage is recommended. It will provide a background in traditional grammar, and a study of English orthography, and a linguistic etiquette demanded of a writer or speaker in such differing situations as legal correspondence, application for positions, and other occasions in which diplomacy will dictate the wisest means for obtaining one's objective."

Applied English is being offered in two of the five schools offering a multi-selective nongraded English program. The classes observed were generally heterogeneous. The average number of students in attendance during the observation of the classes was 32. Of 56 students responding to the Questionnaire, there were no 9th graders; 12, 10th graders; 24, 11th graders; and 20, 12th graders. 20 boys and 35 girls took the course. When asked, "What program or curriculum are you taking in school?" 10 of 56 responding chose "not decided"; three, "vocational"; 9, "commercial or business education" 19, "academic"; and 15, "general." When asked, "If you could be remembered here at school for one of the four things listed below, which one would you want to be?" 13 of 53 responding chose "brilliant student"; 10, "good athlete"; 11, "leader in school activities"; and 19, "popular among students." 35 students plan to attend college, 10 were undecided, and 11 were not planning to.

Hypothesis No. 1

Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

Gleanings from Teacher-Administrator Observation

"Lots of paperbacks on bookshelves in room." "Folder for each student distributed by teacher. Some Warner composition and grammar books. Very few other reading materials." "Notebooks."

Like the film course discussed above, there appear to be very few books for assigned reading.

Student Questionnaire

On the Student Questionnaire, Item 17 has bearing on Hypothesis No. 1.

17. Student-instructor planning:

M=322	F=294	N=52	
16%	21%	13%	a. instructor encourages student participation in planning and organizing class objectives and activities
48%	50%	44%	b. instructor allows students' suggestions and criticisms to influence his plans for class objectives and activities
32%	26%	37%	c. planning is chiefly by instructor
4%	3%	6%	d. planning is spelled out in the course description: student and teacher restricted to the syllabus

Hypothesis No. 2

There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Gleanings from Teacher-Administrator Observation

"Seats placed just around perimeter of room, all facing front and center. Decorations relevant to class work. Some feeling of disorder in the room environment." "Teacher allowed great freedom in the classroom. There was a great deal of cooperation from the students, who, for the most part, seem to enjoy this class."

Observers rated pupil involvement on a scale of 1 completely involved, to 7 uninvolved at a mean of 2.75.

Student Questionnaire

On the Student Questionnaire, Items 10, 14, 17 (refer to results under Hypothesis No. 1 above), and 19 have bearing on Hypothesis No. 2.

10. In relation to other courses, to what extent has this course motivated you to work for it?

M=342	F=305	N=55	
15%	14%	9%	a. considerably more enthusiastic about working for this course than the others
29%	20%	11%	b. more motivation in this course than others
12%	10%	15%	c. less motivation than others
36%	44%	40%	d. about average motivation
14	13%	25%	e. practically no motivation

14. How would you describe the attitudes of the class toward this course?

M=345	F=309	N=56	
27%	24%	13%	a. very favorable
33%	24%	20%	b. fairly favorable
28%	37%	32%	c. average
8%	11%	23%	d. decidedly unfavorable
5%	5%	13%	e. highly unfavorable

19. Does the course stimulate independent thinking?

M=346	F=306	N=56	
16%	13%	13%	a. to an unusual degree
40%	38%	28%	b. much
25%	31%	30%	c. moderately
14%	13%	11%	d. little
4%	5%	20%	e. encourages rote memory work only, stifles independent thinking

Hypothesis No. 3

Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Gleanings from Teacher-Administrator Observation

One observer mentioned "voluntary creative writing," and "afforded oral and written activities that were appropriate to a 'C' class." There were no other remarks about composing written discourse other than filling in blanks on workbook activities. However, the reader should refer to the content chart under Hypothesis No. 5.

Student Questionnaire

On the Student Questionnaire, Items 11 and 16 have bearing on Hypothesis No. 3.

11. Compared with your other courses, the amount of written work is:

M=346	F=309	N=56	
8%	7%	16%	a. much more than the usual amount
19%	20%	20%	b. somewhat more than usual
41%	39%	32%	c. average in amount
23%	22%	23%	d. somewhat less than the average
9%	12%	9%	e. much less than the usual amount

16. What things do you feel are the most help to you in English classes?

M=322	F=284	N=55	
19%	11%	15%	a. learning to read faster and better
27%	29%	20%	b. learning to write better
6%	5%	24%	c. learning the parts of speech
4%	2%	13%	d. learning how to spell
44%	53%	27%	e. learning about people and yourself

Hypothesis No. 4

The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Gleanings from Teacher-Administrator Observation

"The lessons were part of a developmental spelling and reading program. The concepts were prepared and reinforced in a very practical manner." "Students took spelling tests. Students filled out and discussed work sheet on pronouns, selecting one or two as the correct answer." "Diagram simple sentences found in magazines. Teacher verbally motivated the class to work in groups and to help each other diagram simple sentences found in magazines." "The students have been taking lecture notes on a simple sentence and on diagramming." "Giving clues on abstractions."

Observers' Reports of Methods Used By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8
Lecture	1	1		1				
Groups			1					
Silent Work	1	3		2				
Recitation	1							
Discussion		2						
Socratic				3				
Student Presentation								
Teacher Operating Equipment								
Other			2*					
*Individual Conferences								

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 19 (refer to results under Hypothesis No. 2 above), and 25 have bearing on Hypothesis No. 4.

25. How valuable are assigned readings?

M=330	F=291	N=45	
10%	32%	7%	a. outstanding
28%	31%	24%	b. almost always valuable
30%	27%	27%	c. usually valuable
22%	25%	31%	d. sometimes worth reading
10%	6%	11%	e. a waste of time

Hypothesis No. 5

Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

In view of gleanings under hypotheses above, there appears to be an absence of reading, and of writing discourse.

Observers' Reports of Content Selected By Teachers In Order of Emphasis

	1	2	3	4	5	6	7	8	9
Literature									
Composition	1	2							
Language	1	1	1	1					
Reading	1	3							
Speech formal									
Speech informal	1		2						
Mass Media	2								
No content stressed									
Other									

Hypothesis No. 6

Selective courses will provide comprehensive instruction in the skills of reading for all students.

As mentioned above, the focus on reading skills is not one of the main objectives of the Applied English course, the goals being reported as: (1) college entrance examination preparation; (2) employment tests; (3) Civil Service examinations preparations.

Student Questionnaire

On the Student Questionnaire, Items 16 (refer to results under Hypothesis No. 3 above), 22, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 6.

22. Difficulty of assigned reading:

M=309	F=289	N=46	
11%	7%	7%	a. too difficult
79%	79%	63%	b. of appropriate difficulty
10%	14%	30%	c. too easy

Hypothesis No. 7

English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through inservice training or extension school services, and by being conversant about articles and publications on the new subjects.

One of the teachers has been an instructor in the evening school, teaching a class preparing adults for the Civil Service examination.

Hypothesis No. 8

Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Gleanings reported above have bearing upon this hypothesis, in addition to the following remarks: "Mr. X had private conferences with several students on the results of the Iowa test." "Folder for each student distributed by teacher." For further insight into the methods to meet the individual needs of students in the class, refer to the Method Chart under Hypothesis No. 4 above.

Student Questionnaire

On the Student Questionnaire, Items 15, 19 (refer to results under Hypothesis No. 2 above), 22 (refer to results under Hypothesis No. 6 above), 23, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 8.

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

M=344	F=306	N=55	
25%	22%	18%	a. more than fulfilled my expectations
23%	22%	18%	b. it was satisfactory
22%	22%	33%	c. about what I expected
17%	22%	27%	d. disappointed
12%	12%	4%	e. did not have very clear expectations

23. For my preparation and ability, this course is:

M=330	F=295	N=51	
10%	11%	16%	a. too difficult
80%	77%	71%	b. about right
10%	12%	18%	c. too elementary

Hypothesis No. 9

Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

The goal of this course was articulated by one observer's remarks, "The key focus of the class is preparation for occupation and basic communication skills." In view of a recent filing in the State of Massachusetts that certain I.Q., employment, and Civil Service examinations are discriminatory, the teachers of this course should consider the possibility of the Courts concurring with the plaintiffs. Another trend in our changing society is the policy of admissions offices at major universities and state and private colleges considering and adopting a lottery method to determine applicants for admittance. Also, it is recommended that the instructors read Report Of The Commission On Tests available from the College Board's Publications Order Office, Box 592, Princeton, New Jersey 08540, regarding the degree that College Board exams place any importance on some of the aspects that are the concerns of the course designers.

Student Questionnaire

On the Student Questionnaire, Items 17 (refer to results under Hypothesis No. 1 above), 20, 24, and 25 (refer to results under Hypothesis No. 4 above) have bearing on Hypothesis No. 9.

20. How do you estimate the value of this course to you?

M=346	F=306	N=55	
15%	12%	15%	a. not valuable
32%	29%	16%	b. slightly valuable
34%	36%	36%	c. average value
13%	17%	29%	d. of little value
6%	5%	4%	e. of no value

24. In relation to other courses I am now taking, this course is:

M=319	F=278	N=52	
13%	9%	4%	a. very theoretical
22%	20%	15%	b. somewhat theoretical
39%	46%	33%	c. average in balance between theory and practical applications
15%	17%	23%	d. somewhat practical
11%	8%	25%	e. closely related to practical application

Student Response To Course

On the Student Questionnaire, Items 10 (refer to results under Hypothesis No. 2 above), 12, 13, 18, 21, 26, and 27 provide interesting comparison when viewed in relation to the composite scores of boys and girls.

12. Why are you taking this course?

M=301	F=263	N=41	
17%	11%	32%	a. it is required
10%	7%	17%	b. it is required but I would have taken it anyway
60%	69%	39%	c. I like this area of English
13%	13%	12%	d. I like the teacher

13. This course was suggested to me by:

M=262	F=255	N=49	
35%	31%	51%	a. counselor
44%	45%	22%	b. friend
6%	7%	14%	c. parent
14%	16%	12%	d. English teacher

18. How do you like this course as compared with other courses you have had, including those you are now taking?

M=335	F=299	N=56	
31%	29%	20%	a. one of the best
38%	39%	38%	b. above average
19%	22%	25%	c. below average
12%	10%	18%	d. one of the poorest

21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?

M=346	F=307	N=56	
34%	43%	20%	a. liked it very much
41%	36%	43%	b. liked it fairly well
17%	15%	29%	c. neither liked nor disliked it
4%	4%	2%	d. dislike the subject
4%	2%	7%	e. strongly disliked

26. As compared with traditional English courses (English II or English III), this selective course gave you:

M=315	F=278	N=56	
66%	61%	58%	a. greater depth in the subject matter
9%	5%	10%	b. too much depth
26%	33%	32%	c. about the same

27. As compared with traditional English courses (English III or English IV), this selective course gave you:

M=302	F=271	N=48	
62%	61%	40%	a. more flexibility in pursuing your interests
13%	11%	19%	b. more rigid scheduling of books the teacher selected
25%	27%	41%	c. about the same

Recommendations

The Evaluation Committee recommends (1) that the Secondary Instructional Council approve Applied English as a regular offering in the Mt. Diablo District High Schools, (2) that the activities of reading and writing discourse be a part of the Applied English program; (3) that the instructors reconsider their goals in light of new changes in examinations as a result of social pressures, legal decisions, and linguistic scholarship.

MT. DIABLO UNIFIED SCHOOL DISTRICT

EVALUATION OF PILOT ENGLISH SELECTIVE COURSES

1970-71

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Consultant in English and Reading

MT. DIABLO UNIFIED SCHOOL DISTRICT

EVALUATION OF PILOT ENGLISH SELECTIVE COURSES

1970-71

I. UNGRADED PROGRAMS IN ENGLISH

**Concord High School, Mt. Diablo High School, Pleasant Hill High School,
Clayton Valley High School and Ygnacio Valley High School
from**

**CATALOG OF HIGH SCHOOL COURSE OFFERINGS
in the
MT. DIABLO UNIFIED SCHOOL DISTRICT
1970-1971**

All students will complete at least three years of English. Freshmen will complete a basic one year program geared to their special needs. Sophomores, juniors, and seniors may elect, on the basis of diagnosis and special interest, with the recommendations of teachers and counselors, courses in language, literature, and composition.

The English program is built upon the broad base of literature, language, and composition, with emphasis on the specific skills of reading, writing, speaking, and listening. Goals of the program are to develop permanent habits of discriminating and appreciative reading; critical and effective listening; clear, fluent, and thoughtful speaking; well organized, effective, and logical writing free from gross errors in mechanics and structure; and an understanding of how language works and how it develops. English is taught as an integrated, humanistic discipline, with application to the total educative process. Among the courses described are year courses, semester selective courses, and semester elective courses. Year courses are designated by the title English I, II, III, and IV. Selective semester courses are titled Language I, Composition I, American Literature I, etc. These courses will satisfy requirements for regular English classes. Elective semester courses are traditional activity oriented programs, such as drama, journalism, etc., and will not fulfill the English requirement. In selective English classes, so as not to fragment the discipline, each course will reinforce the organic principle that language is a symbolic system which is about "something else." Though a course is titled Composition, Language, or Literature, one should not infer that the exclusive study in each course is Composition, Language, or Literature. To quote the English Language Framework for California Public Schools 1968, the "... separation (of courses into the three areas) must not be taken as an invitation to divide the curriculum into extended units of instruction on given components, or to assume that the students in a specific-grade or situation need to study only one of them. Of course, it does not follow that interaction of all three elements must be made evident in every English lesson. But, as far as possible, the components of language literature, and composition should continually be related to the class room, for the

Pilot Courses (continued)

UNGRADED PROGRAM IN ENGLISH (continued)

main concern of the English program must always be the development of the student into an intelligent and sensitive listener, reader, speaker, and writer."

The unity of English, therefore, is not necessarily fragmented by naming a course by such selective titles, which merely indicate emphasis of one area of English study with the inclusion of the other two.

Language I

This course is an introduction to language study. Students will examine levels of meaning in words, usage, dialects, history of English, semantics, and a system of grammar describing the English language.

Language II

This course is a continuation of Language I, with a greater emphasis on the study of the two grammatical systems, the structural, descriptive, and the transformational generative grammars.

Symbology I

Students in this class will investigate those symbol systems by which man shapes his experience; i.e., language, art, painting, architecture, myth. The student may study how advertising uses mythic symbols to sell products, how dress becomes a symbol of class and position, how different symbol systems have unique functions and operate by rules different from other systems, producing different effects and responses, and how man in this ecosystem sustains a balance between himself and others, and between himself and his natural world.

Symbology II

A continuation of Symbology I. Readings will include philosophical background of symbolization, symbol in psychology, symbol in art, and symbol in ecology, with the purpose of learning the grammar and rhetoric of these systems.

Composition I

For students with serious writing problems. This class will emphasize word attack skills; relationship between the writer, the subject, and the audience; the purpose that motivates the writing activity; the paragraph; the short story; and the oral composition.

Composition II

This class is for students with average writing ability who are interested in increasing their writing skills. They will be motivated to compose both oral and written discourse, understanding the organizational importance of the speaker, the audience and the subject of the communication. Development of paragraphs and longer papers as well as a study of semantics will be included in this course.

Composition III

For students with no serious writing difficulties. This class will emphasize an analytical approach to the writing of discourse, the process of organizing information, studying fact and opinion, logic and semantics. The course will emphasize the sentence and the paragraph. Among other literary models, the essay will be studied.

Pilot Courses (continued)

Composition IV

This course is a continuation of Composition III. It is for students in the 11th and 12th grade who plan to attend college and who received at least a C in Composition III or had teacher recommendation. The course will emphasize writing long papers and close stylistic analysis. The emphasis will be on the form of the work; adjacent readings may include the study of literary criticism. Attention to the student's writing style will be a major concern.

Prose Style

For college bound students interested in literature. The course considers the ways that language creates experience for the reader and ways that the reader's experiences are consistent with the themes of the work. Among writing activities, students will satirize the style of important authors.

Nonfiction

This course is designed for students who enjoy nonfiction and who wish to develop discrimination and taste in this type of literature. There will be writing assignments aimed at factual reporting, at objective and subjective evaluation, and at discerning the biographer's distance while treating his subject.

Media and Communication

This course will provide a wide variety of reading and writing experiences including vocabulary building, improvement of spelling, means for filling out job application forms, and short writing problems. The reading will include type and forms of written expression from newspapers, periodicals, and other sources. Students will study and compose for various media such as radio, television, motion pictures, etc.

American Literature I

This course will be a developmental reading program for students who have reading difficulties. The content of the course will be the works of American authors who have written short stories, westerns, detective stories, and Gothic novels.

American Literature II

This course will study the important periods and significant themes as demonstrated in the different genre of American Literature. Poetry, the essay, the short story, the play, and the novel will be read with emphasis on the techniques of style and the development of themes which are uniquely American.

English Literature

This course is for those students who plan to attend college and are interested in further study of literature. The course will emphasize important themes and individual works in the development of English Literature.

Modern Literature

This course will include those literature selections that reveal the moral and philosophical problems which face man in the 20th Century. Novels, short stories, poetry, drama, and essays will be selected as they embody themes from various philosophical schools between the extremes of existentialism and determinism.

World Literature

For students interested in various stages of historical and/or geographical development of world literatures. Cultural horizons will be broadened by the study of religious, political, and sociological milieu in which the literary work was created. At different schools geographic or historic periods may receive a major focus.

Pilot Courses (continued)

Shakespeare

This course will provide a study of several of the sonnets and the plays by Shakespeare, including works representative of the histories, the tragedies, and the comedies. Use will be made of film and recorded versions of the plays and attendance at performances of Shakespearean and Elizabethan plays in the area will be encouraged.

Poetry

Students will study the power of language through the form of poetry. The course will help students to recognize the universality of poetry and give them a greater awareness and understanding of their world. Some time may be spent on tracing the development of the modern poets and their works.

Literature of Fantasy

This course, depending upon the high school, may focus in one of two areas of literature: science fiction and literature of the imagination. Novels, plays, and poetry in which the settings transcend space and time or are imagined by the mind will be the content.

Black Literature

This course will be a study of literary works by Black authors which provide an additional perspective on American life. The course will integrate the literary contributions of Black authors into the broader category of American literature in order to acquaint the students with a wide range of Black writing.

Russian Literature

Students in this course will read, in translation, poetry, drama, and the novel of pre- and post- revolutionary Russia.

Literary Classics

This course will study various myths, including modern interpretations and analysis of the origin of the myths, epics of different cultures, and those monumental literary works which provide the present with insight into the timeless themes of humanity.

Literature of Drama

This course will be devoted to the study of the drama as one form of literary expression. It will include the study of contemporary drama and the comparison of these with those plays of the past that have made outstanding contributions to the literature of the world.

The Short Story

This course will be a study of the art of short fiction: the art of the writer as the creator of an experience and the art of the reader as a recreator of that experience. Students will consider the major aspects of fiction in general (plot, character, point of view, tone, setting, theme). The interrelatedness of these aspects will be stressed as students read stories by writers who stand among the masters of the art of short fiction.

Developmental Reading I AND II

This course is designed for students who are reading slightly below average or at grade level. By reading selections of nonfiction and fiction, students will increase their vocabulary, their level of comprehension, their ability to make inference, their understanding of the structure of the discourse, and their ability to adjust reading rate to the type and purpose of the reading assignment.

Pilot Courses (continued)

Speed Reading

This course is designed for students who are reading above grade level and who intend to continue on to college. The course will refine and broaden those reading skills that enable one to read more rapidly and comprehend more, such as the ability to anticipate ideas in material to be read, to ask questions of such material, to skim and scan material, and to conclude a reading assignment by constructing an overview of the content.

The Film

The purpose of this course is to develop the students' understanding, appreciation, discrimination, and critical analysis of the film as a means of communicating ideas and a mode of artistic expression. Students may study film techniques and employ those techniques in the production of a motion picture. Among the various aspects of film study, students may concentrate on cinematic techniques, the transplantation of the novel into film, the artistry of the documentary, the experimental film, the animated film, and the feature film. Like the opera, the film is an inter-artistic mode of expression. Individual study may include reading and writing scenarios, viewing and painting sets and montages for credits, listening and composing music for mood, and appreciating or syncopating the pace of scenes.

Humorous Literature

In this course, students will study those literary works which evoke a humorous response from readers

The Bible As Literature

This course will study the many types of literature, both prose and poetry, found in the Bible. It will explore ways in which writers of world literature have used Biblical themes, reference, and style as a basis for their works. Among the literary genre that will be studied will be the poetry of Psalms, the letters of St. Paul, the biography of David, the essays of the Prophets and the drama of Job.

Applied English

This course will be a study of the various conventions in which formal usage is recommended. It will provide a background in traditional grammar, the study of English orthography, and the linguistic etiquette demanded of a writer or speaker in such differing situations as legal correspondence, application for positions, and other occasions in which diplomacy would dictate the wisest means for obtaining one's objective.

II. EVALUATION ASSIGNMENT

Thank you for participating as a member of the Evaluation Committee of the English Pilot Selective Courses, 1969-70. You will be excused, either for one-half day or for one full day to observe the class or classes designated below. Please call the teacher you are visiting and introduce yourself so that the two of you might arrive at the most convenient date for your visitation. For further information regarding the visit see "Procedures for Evaluating a Selective Course."

You will need to make arrangements for substitutes for the classes you will miss. Please submit an "Authorization for Absence of Certificated Personnel" ten days prior to your visitation to Mr. Norman Naas, Director of Secondary Education. You will visit the following course or courses:

<u>PILOT SELECTIVE</u>	<u>TEACHER</u>	<u>SCHOOL</u>	<u>ROOM</u>	<u>DATE</u>	<u>TIME</u>
1.					
2.					

The Evaluating Committee is responsible for assessing the 12 Pilot English courses passed by the Secondary Instructional Council in May, 1969. The evaluation of the following courses is a necessary step in the procedure for approving new courses in the District, outlined on page 57 of the Catalog of High School Course Offerings in the Mt. Diablo Unified School District, 1969-70.

Literature of Fantasy

Developmental Reading I and II

Black Literature

Speed Reading

Russian Literature

The Film

Literary Classics

Humorous Literature

Literature of Drama

The Bible as Literature

The Short Story

Applied English

These twelve courses are being offered at one or more of the following five high schools: Concord High, Mt. Diablo High, Pleasant Hill High, Clayton Valley High, and Ygnacio Valley High.

The Evaluating Committee wishes to thank you for your participation.

III. NINE HYPOTHESES OF SUPERIOR HIGH SCHOOL ENGLISH COURSES

Nine of 12 hypotheses have been modified to assess each selective. The original 12 hypotheses were developed by James Squire and Roger Applebee in The High School English Instruction Today. They were generalizations that the authors felt were valid indices of superior high school English programs. The procedure for evaluating each selective class is as follows:

Two observers will visit a selective course within a seven week period. Each will get in touch with the teacher whose course is to be evaluated prior to the visit in order to establish a date convenient for both parties. One observer will be an administrator, the other will be an English teacher who is or has been a teacher of the selective class being evaluated.

The nine modified hypotheses are as follows:

1. Programs will not be confined to a single anthology, but there will be evidence of wide reading of many kinds of good books, such as library withdrawals, ample classroom libraries, and guided individual reading programs. Books will not only be prevalent but accessible.

Means of evaluation: Classroom Observation Form (B and C).

2. There will be a perceptibly good intellectual climate in the class. More emphasis will be placed on ideas and processes of thought than on rote learning.

Means of evaluation: Classroom Observation Form (B, E, F, and H); relevant titles carried by students; classroom displays; quality classroom libraries; active, stimulating discussion, not dominated by the teacher.

3. Teachers will provide not only for frequent and varied writing experiences, but also for meaningful motivation. An emphasis will be on preparing the students for writing.

Means of evaluation: Classroom observation Form (D and E); watch for a writing assignment that grows out of material discussed, that includes an explicit purpose for the exercise, that identifies the audience for the message, and that provides a stance or persona for the student to adopt.

4. The class will reveal variety in methods and materials of instruction for different groups of students within the course. Teachers will have considerable latitude in choosing materials of instruction. There will be evidence of experimentation and innovation in the kinds of instruction.

Means of evaluation: Classroom Observation Form (C, D, and G).

5. Language, literature, and composition will be taught in appropriate proportion and not as separate entities. Instruction will be coordinated and integrated.

Means of evaluation: Classroom Observation Form (D and G); influence on items on the classroom observation form concerned with "continuity of lesson."

6. Selective courses will provide comprehensive instruction in the skills of reading for all students.

Means of evaluation: Classroom Observation Form (C and G).

HYPOTHESES (continued)

7. English teachers will be prepared for the pilot course by having been active in professional conferences that included a focus on pertinent ideas related to the new subject matter, by making use of opportunities for continuing their education through in-service training or extension school services, and by being conversant about articles and publications on the new subjects.

Means of evaluation: Classroom Observation Form (I); teacher conversation; number of courses and/or conferences attended recently; number of articles in journals read recently.

8. Heterogeneous classes will have strong English programs for college-bound students and will also have special accommodations for interests and abilities of terminal students. The course will have relatively few drop-outs after the second week of instruction.

Means of evaluation: Classroom Observation Form (A, F, and I); special reading materials, programs, etc., for terminal students.

9. Philosophy and substance of the English class will reflect changing social and educational patterns of the times. The impact of technological innovations as they affect the society will be apparent in the content and methods of teaching English.

Means of evaluation: Classroom Observation Form (A, C, and D); consciousness of mass media in classrooms; instruction in areas of mass media; literature program involving current issues; current novels being taught; new mechanical devices in evidence for instruction.

IV. PROCEDURE FOR EVALUATION OF A SELECTIVE COURSE

The nine hypotheses above are modifications of what Squire and Applebee developed to evaluate English programs in selected high schools which consistently educated outstanding students in English (USOE Cooperative Research Project #1994).

Each class to be visited will be observed by an administrator and by an English teacher, preferably someone who has taught the selective course at another school. In general, the visitor should plan to stay for approximately half of the period, but there may be variations of this arrangement.

Each observer will be provided forms, one will be completed for each class that is observed. The first four lines on the Classroom Observation Form can be filled in by the observer almost immediately, since these items are readily available and serve to identify the particular class. Daily or long-range assignments should be noted, as well as the texts that the class happens to be using. Salient features of the classroom, such as the presence of room libraries, photographs, recorders, overhead projectors, motion picture projectors, should be noted, also, under "physical features."

During the course of the visit, the observer should notice the kinds of books (particularly those that have no apparent relationship to the academic discourse in the class) that are being carried about by the students. Notation by type and title will be helpful.

As the class progresses, the observer can begin filling in D and E, describing in some detail the purpose and features of the lesson. Besides indicating whatever continuity is apparent, the observer can use any remaining space for brief anecdotal reports.

At the end of the visit, (or after leaving the classroom) the observer should check off the remaining items on the observation form. These items involve considerable judgment as to the content and method of instruction. At the most, only 3 items should be indicated under each category—the one receiving the most emphasis should be designated 1. The item receiving the next emphasis should be designated as 2, etc. Pupil involvement is indicated by circling the appropriate number on a diminishing scale, from 1 (completely involved) to 7 (wholly uninvolved).

These forms will be found most useful when the observer completes the visitation and begins to summarize his reactions and judgments for the final report forms. Since the information from these forms will be summarized by the Evaluation Committee, all of the forms should be returned to Tom Gage, District Office, within a week of the visitation.

V. - CLASSROOM OBSERVATION FORM

Name of high school _____

English selective _____

Instructor _____

Observer _____

Grouping: A ____ B ____ C ____ Other (specify) _____

Number of students _____

Date _____

Time observed _____

A. Assignments: _____

B. Physical features of classroom: _____

C. Books, paperbacks carried by students: _____

D. Describe the activity briefly (include teacher's apparent purpose, unique features, etc.): _____

E. Describe the continuity of lesson (its relationship to previous and succeeding lessons): _____

F. Pupil involvement (circle one): Completely involved—uninvolved
1 2 3 4 5 6 7

G. Content (order of emphasis, 1, 2, 3, only):

Literature ____ Composition ____ Language ____ Reading ____

Speech: formal ____ informal ____ Mass media ____ No content stressed ____

Other _____

H. Method (Order of emphasis, 1, 2, 3, only):

Lecture, demonstration ____ Groups ____ Recitation ____ Discussion ____

Socratic ____ Student presentation ____ Silent work ____

Teacher operating equipment (specify) _____ Other _____

I. Discussion with teacher:

Conference attendance _____

Pertinent literature _____

In-service courses _____

VI. STUDENT RESPONSES TO ENGLISH SELECTIVE COURSES

The object of the student questionnaire is to assess student response to the class being evaluated. Students, when filling out this questionnaire, will not identify themselves, their teachers, nor the school they attend, but they will designate by code, the selective class in which they are enrolled.

I hope that no question will be construed as assessing teacher performance. This is definitely not the intention. It is possible that course content could effect teaching style. For instance, if a year-long English literature course were adjusted to a semester program including heterogeneous students, a teacher might feel compelled to cover the same amount of ground. Therefore, the object of the questions that focus on teacher and methods are attempting to assess this aspect of the new selective program.

MT. DIABLO UNIFIED SCHOOL DISTRICT

Student Questionnaire

This questionnaire is part of a study being conducted to evaluate the Pilot English Selective Courses in the Mt. Diablo Unified School District. As part of the study, we want to learn a few things about your response to this English class.

This is not a test, so feel free to answer exactly the way you feel. There are no right or wrong answers. Your name, the teacher's and the school will be anonymous. PLEASE DO NOT FILL IN THIS INFORMATION ON YOUR CARD. Only the course needs to be identified.

On the following questions, please respond only once, using a dark pencil to indicate the letter of your choice on the IBM card except for the last question which you will write on a separate piece of paper.

1. What is your present high school grade?
 - a. 9
 - b. 10
 - c. 11
 - d. 12
2. What is your sex?
 - a. boy
 - b. girl
3. What program or curriculum are you taking in school?
 - a. not decided
 - b. vocational
 - c. commercial or business education
 - d. academic
 - e. general
4. If you could be remembered here at school for one of the four things listed below, which one would you want to be?
 - a. brilliant student
 - b. good athlete
 - c. leader in activities
 - d. popular among students
5. Do you plan to go to college?
 - a. yes
 - b. undecided
 - c. no

Student Questionnaire
Page 2

6. You are presently taking the following English Selective Course (questions 6, 7, and 8 list the 12 pilot courses being evaluated):
- Literature of Fantasy (Science Fiction)
 - Black Literature
 - Russian Literature
 - Literary Classics (Mythology and Epic)
 - Bible as Literature
- 7.
- Short Story
 - Developmental Reading
 - Film Study
 - Speed Reading
 - Humorous Literature
- 8.
- Applied English
 - The Literature of Drama
9. You are now taking how many English courses including this one (Drama, English III, Modern Literature, Poetry, etc.)?
- 1
 - 2
 - 3
 - 4
10. In relation to other courses offered by other departments, to what extent has this course motivated you to work for it?
- considerably more enthusiastic about working this course than the others
 - more motivation in this course than others
 - less motivation than others
 - about average motivation
 - practically no motivation
11. Compared with courses offered by other departments, the amount of written work is:
- much more than the usual amount
 - somewhat more than usual
 - average in amount
 - somewhat less than the average
 - much less than the usual amount
12. Why are you taking this course?
- it is required
 - it is required but I would have taken it anyway
 - I like this area of English
 - I like the teacher
 - a friend also is taking it

13. This course was suggested to me by:

- a. counselor
- b. friend
- c. parent
- d. English teacher

14. How would you describe the attitudes of the class toward this course?

- a. very favorable
- b. fairly favorable
- c. average
- d. decidedly unfavorable
- e. highly unfavorable

15. Thinking back to the moment when you signed up for this course, has it fulfilled your expectations?

- a. more than fulfilled my expectations
- b. it was satisfactory
- c. about what I expected
- d. disappointed
- e. did not have very clear expectations

16. What things do you feel are the most help to you in English classes?

- a. learning to read faster and better
- b. learning about people and yourself
- c. learning the parts of speech
- d. finding areas of study (stories discussion, etc.) that you like
- e. learning to write better

17. Student-teacher planning:

- a. teacher encourages you to participate in planning and organizing class objectives and activities
- b. teacher allows you to suggest and criticize to influence his plans for class objectives and activities
- c. planning is chiefly by teacher
- d. planning is spelled out in the course description: student and teacher are restricted to the syllabus

18. How do you like this course as compared with other courses you have had, including those you are now taking?

- a. one of the best
- b. above average
- c. below average
- d. one of the poorest

Student Questionnaire
Page 4

19. Does the course stimulate independent thinking?
- a. to an unusual degree
 - b. much
 - c. moderately
 - d. little
 - e. encourages rote memory work only, stifles independent thinking
20. How do you estimate the value of this course to you?
- a. most valuable
 - b. highly valuable
 - c. of average value
 - d. of little value
 - e. of no value
21. Disregarding the teacher and the way the course was taught, how do you rate the subject matter of the course?
- a. liked it very much
 - b. liked it fairly well
 - c. neither liked nor disliked it
 - d. dislike the subject
 - e. strongly disliked
22. Difficulty of assigned reading:
- a. too difficult
 - b. of appropriate difficulty
 - c. too easy
23. For my preparation and ability, this course is:
- a. too difficult
 - b. about right
 - c. too elementary
24. In relation to other courses I am now taking, this course is:
- a. very theoretical
 - b. somewhat theoretical
 - c. average in balance between theory and practical applications
 - d. somewhat practical
 - e. closely related to practical application
25. How valuable are assigned readings?
- a. outstanding
 - b. almost always valuable
 - c. usually valuable
 - d. sometimes worth reading
 - e. a waste of time

Student Questionnaire
Page 5

26. As compared with traditional English Courses (English 1, 2, 3, 4 being taught in other schools) your English Selective Courses such as this one have given you:
- a. greater depth in the subject matter
 - b. too much depth
 - c. about the same
27. As compared with traditional English courses (English 1, 2, 3, 4 being taught in other schools) your English Selective Courses, such as this one, has given you:
- a. more flexibility in pursuing your interests
 - b. more rigid scheduling of books the teacher selected
 - c. about the same
28. On a piece of scratch paper please jot down in your own words what do you think are the "basics" in English:

TG/np
Revised
3/2/73